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ABSTRACT

This conference report includes the texts of speeches on the general subject of preparing the elementary specialist. Five purposes of the conference are designated: a) to review beliefs about children and their needs for movement, aesthetics, and rhythmical experiences; b) to develop insights concerning the significance and uniqueness of comprehensive developmental programs for children; c) to clarify the role of dance in a comprehensive physical education program; d) to examine guidelines for professional preparation; and e) to identify recommendations for action by members and by the American Association for Health, Physical Education and Recreation. Subjects included in the speeches are the changing role of the specialist, the creation of an environment for children's learning, and criteria for professional preparation of elementary specialists. (JA)

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PREPARING THE ELEMENTARY SPECIALIST

. . . a report of the proceedings of the National Conference on Professional Preparation of the Elementary Specialist

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April 27-30, 1972
Lodge of the Four Seasons
Lake Ozark, Missouri

Co-Sponsored by *The Elementary School Physical Education Commission* of the Physical Education Division and *The Task Force on Children's Dance* of the Dance Division of the American Association for Health, Physical Education and Recreation.

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4. Examine guidelines for professional preparation;
5. Identify recommendations for action by members, and by the Association.

Informality characterized the week-end, and many profitable experiences arose from "Happenings" initiated by anyone who had an exciting idea, and the "drop-in session" at the Idea Mart, and the Film Center. The program of meetings, however, arranged by the Conference Planning Committee under the chairmanship of Dr. Robert S. Fleming, provided the inspiration and cohesiveness that enabled the large group to hear, explore, discuss, share and develop the new concepts about elementary physical education which had brought them together. Its dual focus with dance was blended through speeches directed toward the needs of children and the best kind of preparation of teachers capable of meeting these needs. General sessions were interspersed with Interest Sessions where individuals could meet in smaller groups according to their specific interest to hear about and discuss "Problems, Practices and Issues" and "Patterns for Professional Preparation for the Elementary Specialist."

The speeches from the General Sessions are presented in these proceedings, but there are also some aspects of the Conference, impossible to cover fully, which must be mentioned. The Opening General Session, presided over by Co-conference Director Sal Abitanta, began with a welcome to Missouri from Berneda Wampler, State President, Missouri AAHPER, and a greeting from the AAHPER President, Barbara Forker. Dr. Forker, who introduced Dr. Frymier, expressed her support for elementary physical education and stressed her pleasure with the Dance Task Force and Elementary School Physical Education Commission had planned the joint conference in an effort to strengthen the elementary level.

A presentation of films and slides, "The Child Cries Out" and "Today's Practices" given by Miss Mary Lou Enberg, was a fitting beginning for the Conference. The visual presentations; an explanation of the work of the Task Force for Children's Dance by Gladys Andrews Fleming, Chairman; an explanation of the work of the Elementary School Physical Education Commission by Dr. Jack Frymier from the Ohio State University, and President of the Association for Supervision and Curriculum Development, set the mood and direction for the following days of meetings.

As no conference about children could be complete without the children themselves, Gladys Andrews Fleming brought a group of young children from the nearby Osage Beach Elementary School for a General Session titled "Children and You in Action." The demonstration lesson by Dr. Fleming, assisted by Katie Planche-Friedrich, who presided at the meeting, quickly became a participation session where children and conferees sang, danced, and enjoyed each other's company as they came together.

Neither the enthusiastic spirit of the meeting where Conference participants gave their ideas and requests for action to

Foreword

While a freak spring snowstorm delayed or prevented a few speakers and participants from attending the National Conference on Professional Preparation of the Elementary Specialist, April 27-30, 1972, the 350 participants who arrived spent three beautiful and profitable days in the setting of the Lodge of the Four Seasons, nestled in the hills of Lake Ozark, Missouri. The common bond, CHILDREN, drew together enthusiastic people from 48 states, as well as 12 from Canada and 2 from Puerto Rico. Representatives from colleges, public schools, and state departments contributed information, ideas and inspiration toward initiating, developing and improving programs of professional preparation for elementary school specialists in dance and physical education.

The Conference, co-sponsored by the AAHPER Elementary School Physical Education Commission of the Physical Education Division, and the Task Force on Children's Dance of the Dance Division, had as its specific purposes to:

1. Review beliefs about children and their needs for movement, aesthetics, and rhythmical experiences;
2. Develop insights concerning the significance and uniqueness of comprehensive developmental programs for children;
3. Clarify the role of dance in a comprehensive physical education program;

AAHPER officers, nor the excitement and good fun of the closing session banquet can accurately be conveyed in these proceedings. Those who attended, however, agreed that it was a most productive and enjoyable three days. Admiration and gratitude were expressed many times during the Conference to those who contributed so much to its success. This included the Conference Planning Committee, and the General Session speakers, all of whom gave time and effort to their presentations.

We must give special recognition to Robert Fleming, Chairman; Co-Directors Sal Abitanta and Joan Tillotson; Gladys A. Fleming and Hubert Hoffman, who conceived the idea for the Conference; and to Margie Hanson, AAHPER Elementary Education Consultant and her staff.

Jane Fink, Chairman
Proceedings Committee

Robert Harkness
Ruth Murray
Lorena Porter

Creating an Environment for Children's Learning: New Dimensions in Professional Preparation, Implications for Teachers

JACK FRYMIER
President, Association of Supervision and
Curriculum Development
The Ohio State University
Columbus, Ohio

In terms of the taxonomy of educational objectives, I thought you folks dealt with the psycho-motor, but I found out tonight that you are pretty heavy on the cognitive. I am a bit uncomfortable with that because I came here pretty late in the evening and I presume that I am to deal with the cognitive realm, too. I know that it has been a long day for each of us to get here, and I feel a bit awkward as I begin because I am afraid what I've got to say is going to take awhile.

During the last several months, I have developed some very, very bad habits, one is that I don't even answer any mail. Everybody here who had anything to do with me on this program found this out. But as a result of having a very bad habit of corresponding, I have found over the months since I agreed to be here, that every time I have seen my name in relationship to the program tonight, it has had a different title, so I am not quite sure what I am supposed to talk about. I expect it will do a bit of disservice to those who planned the program so very carefully, but I am going to wrench and strain the title of my presentation tonight a bit, because I find it difficult to talk directly to a title that someone else has given me. I become a pretender when I act as though I am a specialist in an area where I am not. I don't think

that it is cricket or even appropriate. So what I am going to do is to bend the concepts and the title a bit and to talk about them a little more from my frame of reference.

I want to begin with a concept of environment and carry on from there. It certainly is a very well-established fact that human behavior is the function of the interaction of the individual with his environment. Man looks at the stars and writes sonnets and songs. He pollutes the rivers and air, gets ill and complains. All of us are products of our interaction with our environment. But it is also true that man shapes his own environment, and then he is shaped by that environment in turn. We build the kind of environment we inhabit, and then we are, in turn, affected by our creation.

There is a story about that point that I sometimes tell, which I think is a beautiful story, and it makes the point more dramatically than I could make it otherwise. During the Second World War, the Germans bombed the British House of Commons and leveled it. And at the height of the war the British Parliament was dealing with the plans for rebuilding the House of Commons. They were considering a number of possibilities. They wondered, for example, whether or not it would be appropriate to build the spacious chamber perhaps in a semi-circular arrangement, such as many of the world's parliaments enjoy. They were wondering whether or not there should be comfortable chairs and those kinds of things. Winston Churchill thought otherwise. Churchill made the point that he felt that the new House of Commons should be patterned after the old one. This should be a relatively small room with spacing benches, which would clearly define the role of the government and the opposition. And he also felt that the room should be too small to hold all the members of the House of Commons so that when members addressed a session which was relatively poorly attended, they would not be speaking to an empty house. And furthermore, that on those occasions, crises and otherwise, when all the members of the House of Lords and all the members of the House of Commons gathered in that room, they would have a physical closeness, and a sense of urgency would permeate the decisions of the day. Then Churchill made a statement which has become classic: "We shape our buildings and then our buildings shape us."

Man shapes his own environment and then is shaped by that in turn. Curriculum is a part of a child's environment. It is not all, there is no doubt about that, but curriculum is one part of the environment of youngsters. Those of us who are concerned with education and who work to provide experiences for young people are creators of that environment. We build that environment. We use terms such as curriculum-construction, curriculum-development. We are builders of an environment for the children that we serve. What do we know about creating an environment? What do we know about curriculum? The visuals and the presentations tonight have dramatized the fact that our focus ought to be

upon the child. What do we know in a theoretical, or in a practical sense, from the world of curriculum which will enable us to function more powerfully and more effectively to serve the needs of individual children with whom we work in our schools?

What I am going to say you know very well; it's common knowledge. I may use a little different illustration or a little different terminology than you have sometimes heard, and maybe all I'm really doing is revealing an old insight that I have rediscovered for myself. But I think there is a kind of profound proposition in these ideas, and I can say that because they are not mine. They've grown out of curriculum theoreticians of years gone by. I heard the phrase tonight at one point in the film about bodily movement. It is a need: every child has a need for body movement. I think that we have all talked for a long, long time about what children need and how we can build programs to meet their individual needs. We have not made nearly as much progress along those lines as we all hoped for. So what I would like to do is to spin out a few ideas that relate to that point and try to build a kind of logic and a set of propositions that will lead that way.

Let me start with the very conventional. Education is not without direction, even though Silberman criticized the schools of today as being mindless. That was a fascinating concept, and it served to jar those of us in public education about the purposes of education. But even so, I think Silberman is technically wrong, though he has done us a very real service by drawing our attention to that part of it. But I do not think education is without direction in a way that we need to understand as precisely and carefully as we can.

In a conventional sense, most people who have written and thought about curriculum generally point out that the purposes of education, the goals, the objectives, the directions, the aims, are determined by drawing information and inspiration from three fundamental sources: What we know about the nature of knowledge, what we know about the nature of society, and what we know about the nature of individuals.

We've learned a tremendous amount, especially in the last fifteen years, about the nature of knowledge. I don't know when it began but it certainly was articulated clearly and forcefully by Bruner in the book The Process of Education, when he began to use the phrase: "The structure of the discipline." We've learned a lot, especially since Sputnik, about the fundamental facts and concepts and ideas which are unique and peculiar to each of the areas of academic inquiry. We recognize that each domain differs from other domains. We know, for example, that the area of the dance is different from the area of poetry. And we know that poetry is different from sociology and sociology is different from chemistry. We also know the ways of creating new knowledge are different. The ways of historians are different from the ways of the mathematician. We also know that each discipline has

its own history. It was pointed out tonight in a way. The nature of the history of a discipline also dictates something about it. For example, the fact that chemistry grew out of the efforts of men to convert lead to gold dictated something about the way in which people function today in the field of chemistry. We know a lot and we've learned a great deal in recent years about what generally is referred to as the nature of knowledge. That represents one place we can go if we want to determine what the purposes of education ought to be.

Another place to which we can go is to what we know about the nature of society. We can study population patterns, demographic data, cultural expectations, values, norms. We can use the conventional statements embodied in sociological and anthropological thought. For example, we can draw data from the census bureau about the attendance area of the school that we work in. We can find out how many people in that particular attendance area are young and how many are old; and how many are black and how many are white; how many are Protestant and how many are Catholic and how many are Jews. How many went to the eighth grade, how many to college. How many have television sets, how many have bathtubs, etc., etc. You could find out a great deal about the nature of that particular community when you use those data to determine what the purposes of education ought to be. Or, if we prefer, we can use the newer statements of sociological and anthropological thought. We can read Galbraith's The Industrial State, or we can draw upon Charles Reich's The Greening of America, or we could utilize Margaret Mead's new book Culture and Commitment. These represent newer, more modern versions of sociological and anthropological thinking. We can use them to determine what the nature of society is, and we can draw from that knowledge to determine what the purposes of education ought to be.

The third place to which we can go is what we know about the individual. We can go to disciplines such as physiology, biology and psychology. We can study things like strength or endurance, or chemistry of the blood. We can study brain waves, cognitive styles, perceptional defenses, achievement patterns, motivational structure, and those things which are inherent in the individual. They represent another source of information and of inspiration about what the purposes of education ought to be.

Now these three sources: the nature of knowledge, the nature of society, and the nature of the individual represent kinds of well springs that we can draw from to determine direction for the educational enterprise. Many people who live and work in education, and many people outside, recognize these three areas as important places from which to obtain information. But they cannot assume that what we really do is to draw equally from each of these three sources as if the curriculum, the environment we build, represents something like the seat of a three-legged stool which rests flatly and squarely, and even on each of these three sources. One leg is rooted firmly when we know about the nature

of society, another leg rooted firmly when we know about the nature of knowledge, and the third leg rooted firmly when we know about the nature of the individual. Now, that's a nice, neat, tidy idea, but it's as wrong as wrong can be. That is simply not the way curriculum manifests itself in action.

If one looks carefully and critically at program operations, what is evident is that the people who have responsibilities for carrying out a program, people like you and me, have in fact drawn from some of these sources in such a way that some things are held to be more important than other things. What we really do is to take these three sources and rank order them in our own minds. And we say this is more important than that. And we build an hierarchial order and a kind of value position, if you please, about what is of greater value and what is of lesser value. And we use that value position as a basis for employing curriculum in schools.

Now, there are a number of ways in which we might combine these sources, theoretically anyway. For example, one of the ways we might do it is to draw on all we know about the nature of knowledge and to hold that uppermost in our minds, and to take what we know about the nature of the individual and the nature of society and give those a lesser position of importance - not either/or, but greater and lesser in emphasis. When we do that, what we really do is presume that knowledge is of greatest worth and other things are of secondary importance. What we really do is to adopt a value position, a philosophical posture about curriculum, about what the purposes of education ought to be and what ought to be of greatest credence and greatest importance. That particular assumption, I call assumption number one.

Another way in which we can organize these ideas in our minds is for us to presume that what we know about the nature of society ought to be held uppermost in our minds and what we know about the nature of the individual and the nature of knowledge ought to be given lesser positions of importance. Again, it's not either/or, but it's greater and lesser in emphasis. Now, if we presume that what we know about the nature of the society is to be given greatest value, and what we know about the individual and the disciplines ought to be given positions of lesser importance, that represents a different kind of value position, a different kind of hierarchial arrangement, a different kind of belief system, a different kind of assumption, if you please. I call that assumption number two.

Still a different way of organizing these ideas in our minds, would be for us to presume that what we know about the nature of the individual ought to be held uppermost and what we know about the nature of society and the nature of knowledge ought to be given positions of lesser importance. That is still a different value position, a different kind of assumption about the purposes of education. I call that assumption number three.

Assumption number 1 and assumption number 2 are primarily control assumptions. Assumption number 3 is primarily a growth assumption. Assumption number 1 is primarily a vocational assumption. Assumption number 2 is primarily a cultural assumption and assumption number 3 is primarily a personal assumption. I don't think there is anything at all wrong with different assumptions at different points in time, but I think we need to think as clearly and as carefully as we can about which one ought to characterize what we think of as public education.

Assumption number 1, for example, is the one which is found predominately in high schools and universities and colleges around the country, in my experience anyway. You start with subject matter and give that greatest credence; other things are given lesser value. Assumption number 2, on the other hand, characterizes most elementary schools, in my experience, in which the consideration is for the group. Children are taught to be polite, kind, and cooperative; to take turns. Those are the group considerations, in the main. There is talk about child development and other things, but if one looks carefully at what goes on in elementary schools hour after hour, day after day, it seems -- at least in my experience -- that those are social considerations which are overriding at that point in the child's school. I think there are very few instances anywhere which are predicted on assumption number 3. There are, of course, some way-out schools that we hear about once in a while. There used to be some schools 30 years ago we called activity schools with efforts in that direction, and I think the present fascination that Americans have with British primary schools and British infant schools is in fact because they are inclined that way. But for all practical purposes, there are very few schools like that we can look at and study. There are very few models that we can try to comprehend and make sense out of.

Now, assumption number 1 starting with subject matter and assumption number 2 starting with the needs of society are basically control assumptions. Assumption number 3, being primarily concerned with the needs of the individual, would inevitably be a growth assumption. I don't think there is anything wrong at all with assumption number 1 or 2, sometimes. I think we have been unduly enamored with those assumptions in public education up to this point, and I have in fact come to question them severely in my own mind as being appropriate as the primary basis for building a curriculum or creating an environment for life in the mind of the child. But I recognize there is validity, too. I guess we are over the hump now, but all over the United States three, four, five years ago until about this year, and even this year there is still some talk about how long kids' hair ought to be, or how long girls' dresses ought to be. Now that's social talk. In a school district in which my child goes right now, for example, there was an article in the paper in September of this last school year in which 239 parents had signed a petition asking the school board to modify their dress code and permit the

boys to wear longer hair and to permit girls to wear slacks. There were 239 mothers and fathers who went to the school board and asked, "Why is it that boys can wear slacks but girls can't?" Now, school people and board members who are obsessed with that kind of question are dealing with assumption number 2. They are presuming that school is an instrument of social purpose and the kids ought to be made to fit in and follow the rules, and do as they are told. I don't know of any data, for example, which suggests that there is a correlation between hair length and how much a kid knows. Now I've got bias in that respect. I'm willing to hypothesize that if there is a correlation between hair length and how much somebody knows, it's probably negative. I see a few people here and there who might be willing to support that hypothesis with me. But, what I'm really saying is that when school people get up-tight about that kind of thing, they're up-tight about social considerations, and I am uncomfortable with that. I recognize perfectly well that one of the purposes of school has always been the acculturation concern. I know very well the extent to which the people in a group or community, or the members of a society, share certain things in common -- the things that we normally refer to as norms and customs and mores -- those kinds of things represent a kind of cement that holds society together. And I know that that ought to be one of the purposes of the school. My question is, "Ought it to be the primary purpose?" I believe not. If, in fact, we adopt assumption number 2 and we push the social purposes as the primary reason schooling exists, we are adopting the basic logic of every totalitarian society. In other words, the individual exists to serve the state. I am terribly uncomfortable with that. I know we've got to pay some attention to it, and I'm not arguing against it completely. But I do not think it ought to be the overriding consideration of any public school.

How about assumption number 1? That's the one that characterizes most of the high school program, and on to college. Even the beginning of the junior high school deals primarily with subject matter and some people would have it much lower than that. I think assumption number 1 is a control assumption. I think what really goes on under those circumstances is that people who are responsible to teach use the discipline to discipline the learner. You use the discipline of mathematics to make an engineer build a bridge properly. And the whole logic is one of control and restriction and restraint based upon the logic of discipline. There are clearly times when that is appropriately true, but I think that is basically a vocational assumption. If an individual elects of his own volition to enter a particular vocational path, then I think it makes a great deal of sense to the people who have responsibility to teach him to use that discipline to control his behavior. For example, if a guy is going to learn to be a surgeon, he surely better learn to live according to the principles of physiology and surgery. I don't want anyone cutting

on me to monkey around and just get in there like that. I want those people who are responsible for teaching him to be a surgeon to use that knowledge to control his behavior.

Another example, if a person wants to learn to fly an airplane, what he has to learn to do is to get that big machine up in the air, and through the air, and down safely. If he wants to learn to fly a DC-8 jet, he learns a tremendous amount of things, one of which is that in order to take the plane off the ground he takes it down to the end of the runway, points it down the runway, and pushes the throttle forward. When he pushes the throttle forward, the plane begins to move. When the plane reaches a speed of 158 miles per hour, not 159, not 157, but 158 miles per hour, the pilot pulls back on the yoke of the plane, the nose rotates up, and the plane begins to leave the ground and starts to fly. Now, if at that moment, the right outboard engine goes out, the pilot has seven-tenths of a second to detect the fact that the motor quit and to initiate corrective action. Seven-tenths of a second! Furthermore, there aren't any bells ringing, there aren't even any needles flickering. He feels with his butt, right there in his gluteous maximus. He feels it where he sits down. As the plane begins to slip through the air sideways and yaw, he gets that sensation right back there. And he has seven-tenths of a second to feel it, and to initiate the action which will correct it, with his feet. And if he doesn't do that, the plane will flip right over and crash.

That is exactly what happened to the Delta DC-8 that crashed in New Orleans about four years ago, and plowed into a motel and killed several college girls. They think that's what happened to the DC-8 jet that crashed in Anchorage, Alaska, two years ago with 186 servicemen aboard. Now, I fly DC-8 jets a lot and I most certainly want to be sure that when that pilot takes it down the runway, if something goes wrong, he knows what to do. He doesn't have any time for this stuff called "reflective-thinking." He can't say, "Hey, buddy, what do I do now? What are the alternatives available to me?" He can't spin out that kind of hesitation. He can't look it up in the manual. He's got one chance and one chance only. He either does it right or both he and I are dead. It's just that simple. I want the people who teach him to fly that plane to use that knowledge to control his behavior and to control it highly and rigidly. I'm not arguing against assumption number 1. I think it is a very legitimate, a very appropriate assumption for educational purposes, <u>sometimes</u>. But the questions are: "Should that be the primary basis for organizing programs for building curriculum for public schools?" I do not believe so.

I think what we really need to try to do is consider the possibility that we've always talked about during all of our lifetime in education -- to build a program which meets the needs of the individual. But the fact of the matter is that most of us, having said that, don't know what to do. We have very great difficulty distinguishing <u>wants</u> from <u>needs</u>. We tend to presume that

if we follow that logic, we let kids do anything they want to do, which may not follow out any of our three basic assumptions. Suppose we were seriously concerned about building a program which is trying to create an environment for children to meet their needs, not society's needs, not the need of the academic discipline, but the needs of the individual learner. How ought we to go about that? Well, I want to begin with the premise that man is the end, subject matter is the means, and society ought to be the result. But the first premise is that man is the end.

Now, what do we know about man that is worthwhile and is worth preserving? What are the unique characteristics and attributes of an individual which have significance and ought to be valued and honored? Well, if I sort out in my own mind what is involved, I come to one conclusion. It's a very simple one, but I think a very profound one: life is worthwhile. Individuals have life. Groups don't have life. Academic disciplines don't have life; but individuals do have life. Life has value. I think there is nothing sacred or significant about English or football or mathematics, but people are important. People are significant, life is important. What we need to do is to build a way of thinking so that we can, in fact, create an environment that will foster and nurture human existence.

Now, how can we go about that? Well, I don't know. If you ask me how to go about building a program based upon assumption number 1, I can do that. If a person wants to be a mathematician, then he must study mathematics. If he wants to be a golfer, then he must study golf. If he wants to be a dancer, then he has to study dancing. If he wants to be a farmer, then he's got to study farming.

It follows very directly and very naturally what subject matter is appropriate if we operate from assumption number 2 also. If someone's going to learn something about our country, our language, our history, our values, our customs, our economic system, our political system, it is very easy to determine what subject matter, what content, what curriculum is most appropriate if in fact we are going to serve the needs of the group.

But what is it that people need in order to grow as individuals? I don't know. I'm terribly uncomfortable when I talk that way. I think of myself as a person who is supposed to know something about curriculum, and if someone says to me "What does a child need to learn?" I don't know. Well, as you may say, every youngster has to learn to jump. Maybe that's true, I don't know. But I think we need to devise a new way of thinking about creating curricula to serve human needs. Let me share with you, very briefly and by analogy, a kind of way that I've come to think about this. It doesn't give any answers, but I think it opens up some possibilities. For example, there are people in our society and in all societies who spend their lifetime trying to serve human physical needs, trying to preserve physical life. Nutritionists,

for example, and physicians, are people whose whole energies are directed toward fostering and preserving and enhancing the physical aspects of human existence. I think if we look carefully and critically at what some of those people do, what becomes obvious is that over a period of time, they've developed a series of questions that they've learned to ask themselves. These questions, which give direction to their own behavior, may in fact be instructive to those of us who are concerned about creating an environment, about building a curriculum.

For example, it seems to me that there are five different questions that they've learned to ask. One is -- the first question -- "What is essential?" What is there in the environment that is absolutely essential in order to maintain physical life? Must I have hamburgers? Do I have to eat lima beans? Do I have to have coca-cola? Do I have to have a glass of bourbon? Well, you could answer some of those questions in terms of your values, but obviously none of the things that I have mentioned are absolutely essential in order to preserve human life. But some things are essential. And over a period of time, people who work in those fields have found out that some ingredients are absolutely essential or life will perish. Without protein, I will die. Without oxygen, I will die. Without water, I will die. Some things are absolutely essential for all mankind. Whether we live in the heart of Missouri or whether we live in Africa, Russia, the Antarctic. Wherever we live, whatever culture, whatever interests we have, all men must have water, all men must have protein, all men must have certain other kinds of physical elements to consume from their environment, to partake of, in order to preserve the thing we think of as physical life. The first question those scholars have used is "What is essential?"

The second question is "How much is essential?" How much of any essential ingredient is absolutely imperative in order to maintain physical life? For example, I've got to have water in order to survive, but there is both an upper and a lower limit to how much water I can partake of. I can't handle 50 gallons a day. That's more than I can cope with. Likewise, I cannot survive for very long on a thimble-full or even a cup-full. I can survive for quite a while on a quart or at least a pint of water a day. And probably, if I had to, I could process a couple of gallons, maybe, or a little more than that a day. But somewhere there is an upper and a lower limit to the quantity question. "How much is essential?" And beyond that, in either direction, death will ensue. So the second question that researchers in those fields have asked is "How much is essential?"

The third question is "Where are these essential ingredients found in a useable form?" For example, I must have iron in order to survive. If I don't have iron, the hemoglobin in my blood doesn't function properly, it doesn't pick up oxygen, and my body will deteriorate. Well, there is iron in the end of my pencil or in my pocket knife here. But I can chew on that all day and it

doesn't help me. That iron is not available to me in useable form.

And the fourth question is "How much of any essential ingredient is present within the parameters of any given unit of substance that is absolutely essential for life itself?" How much iron is there in a half pound of calf's liver, or in a tablespoonful of Geritol? How much vitamin A is there in a glass of orange juice or a glass of milk? How much of this is present within a soda cracker, etc.? What is the content of essential content, if you please?

The fifth question is "Under what condition will the ingestion or the consumption or the partaking of air from my environment serve me most effectively?" I must have oxygen or I will deteriorate and die, but it is also true that I have to have oxygen in a steady state. I can go without oxygen for a minute or a minute and a half, but after that time, all the oxygen in the world won't help me. To survive I need oxygen available to me in a very steady state. And the relationship of these essential ingredients to time represents the conditions under which the consumption of that essential ingredient will further my physical needs. The sixth question is "Under what condition will the utilization of air be of most use to me?"

We can think by analogies and ask ourselves questions along these lines about curriculum as a part of a child's environment. If we presume that life is worthwhile, and if we presume that the environment that we create ought to serve the needs of individual children, then it seems to me that we ought to try to create an environment, build a curriculum, which will in fact maintain and enhance a child's intellectual and emotional, and activity life. Not his physical existence, per se, but the things that we think of as a function of educational stimuli or educational experience, as opposed to food and water. If we use that same kind of logic, we might ask "What facts are essential?" "What concepts are essential?" "What subject matter is essential in order to maintain an educational kind of life?" Does someone have to know the rules of Schottische dancing or how to do the Virginia Reel? Do you have to know how to solve quadratic equations? Do you have to know that the first amendment guarantees freedom of speech, press, religion, petition? What facts, what concepts, what psycho-motor skills are absolutely essential for educational life to continue? I don't know. I wish I did know the answer to those questions, but I really don't know what is essential.

What do we know about the second question: "How much is essential?" How much must I partake of in order to maintain my intellectual, my educational kind of life? How many facts, how many concepts, how many stimuli, how much information can I consume in order to build an educated life, become an educated human being? I don't know the answer to that either, although I think we clearly have some studies which are suggestive and helpful in that realm. We know well that children who are born and reared

in what is called a "stimulus-deprived" environment in which there is little richness in the environment, grow up to be less intelligent. We know very well that if we deprive an organism like a rat or another animal of stimulus input, that there is, in fact, intellectual deterioration. And ultimately death probably would ensue. There probably is a lower limit to the amount of stimulation which is absolutely essential for life to continue, and there is also an upper limit. We can clearly throw things at people so fast and so rapidly, we can make things so bright and so vivid that we overwhelm them and ultimately they would have to back up or hide in some way to protect themselves from this barrage of stimulation in which they are immersed. I think some of the studies like those by Hunt and Bernstein, and others, would clearly suggest that the quantity of stimulation does have appreciable impact on the development of what we think of as an educated human being, of the intellectual, social, and emotional development that we think of as products of education.

The third question is "Where are these essential ingredients found in useable form?" Well, we're pretty good in that realm. We think that a math book has a certain kind of content, and children learn one thing in a golf class, another thing in a dance class, and something else in a literature class. Categorizing by subject matter fields is a pretty crude categorization, but it's probably reasonably accurate, and we've got some idea about where we can locate it. I don't think we know nearly enough about that as we think we do. For example, I don't know what the content of this lecture is, or what the content is, for example, of a child's visit to a firehouse, or what happens in an hour's counseling session. What is the content of some of those things we call process experiences? I don't know. There is a content but we don't know what. Most people in education would not be very expert about the nutritional value of things, but almost all people in America know much more about the calories in a soda cracker, or a baked potato or half a pound of hamburger than they do even about the subject matter field they are teaching.

The fourth question is "How much content is included within the parameters of this?" And I don't think we have a way to analyze the content of content in education very well. Content analysis studies are not very skilled or accomplished at that. Again, we're much better at the food realm than we are at the subject matter realm.

How about the conditions? Interestingly enough, there we have all the answers. We know this comes first and that comes second. That's the whole notion of scope and sequence of prerequisites of required courses. You can't do this until you've had that. We know that a tremendous number of studies have been done in the field of physical education about the spacing of things, and the repetition, and the practice. And we're pretty good about how to space things out, and whether we do it with reward or punishment and all that kind of thing. It amazes me how knowledgeable

we are about the conditions which are conducive to developing an educated man and we don't know what's essential. Maybe I'm wrong in that, but I don't think we do.

Well, what I'm trying to suggest is that we need to devise a way to think about curriculum and about environment so that it would serve the needs of the individual ultimately, of course, we must devise a way of thinking about preparing people to work with children, in which such an orientation could be made operational. Certainly the present attempt to teach people to be teachers is on what I call output behavior. If we are seriously concerned about meeting the needs of the individual, then we must become very skilled observers of developing our own intake behavior. There are a lot of illustrations and a lot of examples I might make to prove my point, but I'll not do that. But the fact of the matter is that in general terms, we are quite proficient in output.

About one year ago, my wife and I spent one Sunday afternoon visiting a fellow across the street who happens to be a children's psychiatrist. We sat there and swapped stories about graduate school. As the afternoon wore on, I got increasingly uncomfortable because it seemed to me there was a fundamental difference in the training of that man as a psychiatrist and my training. As we got up to go home, I said: "It ought not to have, but today has made me terribly uncomfortable. You are a children's psychiatrist, we are about the same age, we both have doctorate degrees, we're both reasonably competent professionals in our own fields, reasonably well respected, but there is something fundamentally different about your preparation, as compared to mine. For example, right now even though you are a children's psychiatrist, if I fell over at this moment with a heart attack, you would know how to respond. But if you asked me to help your eight-year old daughter Debbie to learn to read, I wouldn't know what to do. I have nothing in my background, nothing in my experience to help me deal with that. I can do pretty well with a group, but give me one child, even my own, and I don't know what to do. I'm not skilled in observing a child and understanding and making sense out of all the nuances, the motivation, personality, achievement. The skill in preparation which I have developed pretty well, I think, is a skill of output behavior.

The professional preparation of people who are going to serve the needs of individuals and to create an environment which will honor the integrity and the dignity and the uniqueness and the needs of the individual will first of all be the skill of observing, listening, hearing, and looking. And then responding as a function of an accurate assessment of that individual's needs. That is too simple, it is much more complex than that, but basically what we have to do is to turn the logic of teaching around. Instead of developing proficiency output behavior, we have to become adept at intake behavior. And in my judgment, that means the whole concept of professional education needs to be

reoriented. I don't know if we can do that or not. Our whole inclination, and our whole interest, is the other way. We have people who are so obsessed with the needs of society they cannot find a way to focus sharply and effectively on the needs of the individual.

Now, I'm going to stop. What I've tried to say is that we, in fact, can build curricula, we can create an environment, and we can serve the needs of the disciplines or the needs of society, or the needs of the individual. If we can find a way to think about instruction, then I think we might build a way of preparing people for that which would be very different from the kind of experiences we now provide.

To say it simply, I think we've got a problem. And as the great philosopher, Pogo, has said: "We've met the enemy and it is us." But I think problem-solving is supposed to be our stock and trade. That is the one thing we are supposed to be best at. If we are going to solve that problem, it is going to be solved by people like you and me working at it. It isn't going to be solved by the U.S. Office of Education. It isn't going to be solved by anyone who will charge across the Rockies on a great white horse. It isn't going to come down from Heaven. It is going to be solved by people like you and me working at it day after day.

We are the problem, but we are also the solution, and we must find a way to use ourselves, powerfully and creatively, to build the kind of environment which will honor individual needs.

The Changing Role of the Specialist

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The word in the title of my presentation I want to emphasize is "changing." We often talk about and relate to our role as specialists in education as if we could stop everything for a-while, take a look, assess the needs, and then go on about the business of education. Unfortunately, neither the world nor education allows for that kind of procedure. Therefore, if we are really to deal with the problem you set out here -- the preparation of the elementary specialist -- it must be considered in a dynamic rather than a static sense.

In reality the meaning of the work "specialist" has changed dramatically over the years. I recall during my initial teaching days that the word used to be supervisor; we had music supervisors, art supervisors, and physical education supervisors. They really didn't supervise other staff members, but were actually "portable" teachers. School districts then became large enough, thanks to the Conant report, to have supervisors who actually supervised other teachers in art, music or physical education. Since the term "supervisor" was now inappropriate, another title, that of "consultant" -- music consultant, art consultant, and perhaps physical education consultant was used to describe this role. This term also caused problems because consultants are normally thought of as "experts" from outside the school district rather than school district teachers. Finally, we came to accept the word "specialist." Specialist seems to better express the role actually played, but brings with it a number of other problems.

First, the inherent inference of the title is that the subject area is something special and set apart from the mainstream of education where the "generalist" functions. The mainstream is often called "general education," or academic education and as it now has been referred to, "the basics."

The idea of the specialist, then, brings with it certain implied advantages and disadvantages. The advantages of being a specialist obviously are that you are, in fact, set aside as special. You can "do your own thing" without a whole lot of worrying about the "spotlight being on you" to produce or having to be concerned about the total life of the children that you face. Compensating for these advantages, if you perceive them as such, are those disadvantages that arise from the reality that the "special" program does not relate to the on-goingness of education and as such, is usually the first to be overlooked and cut from the budget or the time schedule.

I would like to indulge in a look backward so that I can begin to support my premise of this changing role before discussing how it is changing very dramatically today. In Gladys Fleming's speech a reference was made about a conference similar to this one held in the 1930s. I would agree that the content of such a meeting dealing with the specialist in education was probably pretty much the same as this. But the whole context of the specialist, the whole milieu, if you will, dramatically changed between 1930 and 1972. As most of you recall (I cannot speak from personal experience), the 1930s were the "heydays" of the specialist. It was a time when the specialist was well ensconced in the schools. There were art teachers and music teachers in fairly plentiful supply and physical education teachers as well. Part of the reason was that the schools had been committed to that phenomenon called "progressive education" and the multitude of misinterpreted "John Deweyisms." But it did accept the experimental approach to education, as well as the charge for catering to the needs of the individual child. These notions were very instrumental in making the specialist's role a very important one in education. Therefore, specialists were in plentiful supply and no one was thinking in that day and age about how dispensable they were.

In the period starting about 1950, (if you will relive that with me) an important shift took place in education. It is very hard to pinpoint all the reasons why it happened. Some insight seemed to be that it was all caused by "Sputnik." I think it a bit simplistic to relate the change to one event. At the same time, and with no apparent connection, the self-contained classroom was gathering widespread acceptance. A return in the fifties to the "little red school-house" notion of education then threw a whole new light on the place of the specialist. The implications of this concept was that the classroom teacher would do all of the teaching of all of the subjects that children would need to confront. This movement seriously questioned whether the specialists

were needed. As it turned out they still did exist, but the specialist's role was not nearly as central to education as before.

A series of serious educational crises then came crashing in like waves upon an otherwise complacent, self-serving educational system that has caused it constantly to reel from their battering. As the result, education of the more recent past and of today is based more on responding to crises than it is on providing education leadership.

You are undoubtedly familiar with these crises: first, the Johnnie Can't Read crisis. All of a sudden, it was discovered that children couldn't read, also implying (but not always accepting) that they couldn't write. We needed more scientists and professional people, and they needed to read to exist and hence education readjusted to the task by eliminating or minimizing everything besides "remedial" reading. "Remedial" generally meaning more and more of the same reading material that children couldn't or wouldn't master in the first place. Along with this crisis came the vocational crisis, or "upward mobility" crisis. Schools became concerned with the fact that one of their major roles was to see that Johnnie could get a job or could get a better job, and most of what went on in education and most of what is going on today is geared to that simple concept -- get Johnnie a job. Therefore, anything that does not teach Johnnie and Jane to read, and train them to get a job or a better job, is not very important and should be cast aside. The "special" subjects rarely have contributed to getting Johnnie a better job unless it is within that specialty.

Since the schools were vocationally oriented it made a lot of sense to look to industry for help in managing the schools. As the result, management systems appeared that said simply that, you look at your program, develop objectives and means for deciding if they are achieved, then tie your budget to it. This deciding if they are achieved ultimately was called accountability. If it worked in producing cars, nuts and bolts and profits, why shouldn't it work with schools? The only problem is that the end products of schools are not machines to inhabit factories and offices, but human beings. A great many semantic games were played with developing behavioral objectives that did nor reflect the goals of education, but did reflect what could conveniently be put into carefully thought out phrases that were measurable. This is not to infer that behavioral objectives are not desirable. If they redirect a look at what education is doing to and for students, they are quite valuable. But when they become a part of a cold, justifying management system they are bound to be dehumanizing and effect little educational change.

What role has the specialist had or currently is having in solving the problems that created these crises? Purely and simply he or she has had none. The arts, as special subjects, are rarely thought of as having anything at all to do with solving problems of this order. Therefore, the specialist has played an outside

role -- outside of the major concerns of education. Unfortunately, far too many arts educators at all levels have been content not to "get involved." The decision-makers in education have insisted that all we should deal with in schools is reading, writing and arithmetic -- the "basics." The only real need we have then for elementary specialists today is to provide a convenient time for the classroom teacher to catch a smoke or a cup of coffee.

In addition, because "business is bad" and school populations are leveling off or decreasing, money for schools is limited and cut-backs are the order of the day. We have wholesale red-lining of you know what -- specialist positions and special programs.

On the other hand, there are indications that many educators have begun to look toward the special subjects as a possible means of changing education, to humanize it, if you will. One of these indicators is the pilot projects of the Arts in Education Program, JDR 3rd Fund in which three school districts have attempted to provide a comprehensive arts program -- K-12 -- for all children. The results have been strikingly successful and clearly suggest that arts can change education. Project IMPACT, of which I am coordinator, was based on the notion of moving the arts into the center of the curriculum. This raised a great number of fears among principals and classroom teachers. They said: "If we put more of the arts into the curriculum, then what will we throw out?" and "What effect is this going to have on reading and math?" After a year and a half of the Project nothing has been thrown out and what gets taught in the classroom -- reading, writing, and arithmetic -- is presented in a far more effective way than ever before. Kids are even enjoying coming to school. What did it? The arts! The arts acted as a catalyst. Why? Maybe because until now the big push on the basic subjects genuinely threatened classroom teachers. Any effort to try changes within these subject areas was more of a threat and accomplished less change.

We found in IMPACT and the pilot projects of the JDR 3rd Fund, substantiated by both the principal and classroom teachers, that the arts were not threatening, but were able to free the classroom teacher to look at his or her own teaching style in the new ways. Involvement in art experiences provided a model for learning experiences in all other subject areas, but also affected the teacher in a personal way.

Another indication is the now popular notion of the British Infant School, which we have come to call "the open school" in this country. The approach involves increased freedom in the regulation of education by experiences so that many activities are simultaneous and often spontaneous. The problem with the open school is not in its approach but in the fact that many schools which attempt to develop them don't realize that to have an open school you have to have open teachers. You can't get open teachers until somehow you move them away from the traditional

concepts of teaching and learning that they, themselves, went through, learned about in college and have used for some period of time in the classroom. And our present teaching training system is geared for the traditional, not for the open school.

The narrow, isolated and fragmented teacher that characterizes our college and university programs is not adequate to meet the challenges of today's education. As the young man said earlier in the conference, "I am you, you made this of me." He was saying to us that what he was prepared for was a very narrow, specialized route. He further suggested that the only way he could survive in his new teaching position was to find out what is going on in social studies and relate to it. Find out what is going on in art and relate to it. He said that he was even trying to understand "what those reading tests were all about." The special fields, the arts and physical education have a lot to offer in the development of the open school concept. The IMPACT schools are excellent examples of open schools even though they are not called that.

Clearly what I am suggesting then is that the role of the specialist is changing but there is precious little within our own fields to support that change. We are still going about education in a "business as usual" way. There is little evidence of basic change in specialist preparation programs. Insertion of a "new" course will not produce this change.

I would like to quote excerpts from some comments made by one of the specialists in an IMPACT school. This happens to be a music specialist but could have been a physical education specialist or an art specialist. The sentiments are similar to the ones that have been made by other specialists in the Project. These excerpts are from a panel presentation at the Music Education National Conference a few months ago. Her name is Kathy Pengelly from the Eugene, Oregon, schools. "... I can no longer think of music as a separate entity in the program. In fact, I consider the inter-relationship of all subject areas in the creative process of the children and teachers to be the foremost importance in the work that I do as a music specialist. Music has taken on a new importance; it is no longer a segregated part of a busy curriculum, as it usually is in public schools."

"A year ago the classroom teachers felt slightly overwhelmed -- some still do. They lack confidence in planning and executing lessons in all the arts. I can easily put myself in their shoes by pretending that someone asked me to teach reading, algebra, chemistry, and Latin when I didn't know very much about any of them. Now these same teachers report with pride that their own ideas and plans in the arts are successful with kids."

"Because of my experience during the past two years, I will never be satisfied again with meeting classes for a half hour once or twice a week. I know now that it can be so much more! Some famous person once said: 'It is easier to move a cemetery than change a school.' Don't you believe it!"

These hopeful comments should point to the rays of hope for a more significant role for the specialist of today and the future. But these rays may not penetrate the clouds of darkness formed by narrow, isolated, fragmentary concepts of specialists that still prevail in the minds of educators as well as the college and university staffs that prepare our specialists.

Are we up to this challenge? Can we become the catalysts for educational change? I certainly hope that you will not be comfortable with the role a "smoke break" provides, but will accept the challenge and work diligently to meet it in whatever role you assume.

Our Concern for the Profession

Task Force: Children's Dance

GLADYS ANDREWS FLEMING
Chairman

This conference represents for many of us a kind of "Dream Come True." What a positive, hopeful feeling members of the Task Force and Elementary Commission have that more than three hundred people have assembled here to consider the status and future of the education of children. It is also impressive that the written responses from many who could not be here have communicated their enthusiasm for the conference. They also requested information, help, advice and anticipate action!

Over the years AAHPER has created a setting in which various groups could express interest, look at differences, and develop plans. But until lately, it has been difficult to move ahead in a concerned way with a national thrust in the elementary area.

It was amusing to me and a source of shock to hear that in 1930 (42 years ago) at a conference in Boston, professional people were working on many of the same important ideas for helping children as we are tonight. Do you know that at the 1930 convention of the National Society of Directors of Physical Education for Women, Dorothy LaSalle made a plea for college directors for greater interest and attention to dance in the elementary school? As a result, she was appointed chairman of a committee to develop a Report on Dancing in Elementary Schools. For this project the chairman chose women geographically distributed, including dance specialists, public school supervisors of physical education, and teacher education instructors. Among the items this 1930 Report discussed were: objectives, methods, curriculum, dance for boys,

and teacher preparation. The committee emphasized the need for more scientific study of objectives, particularly social objectives, child interests, future experimentation with dance for boys, teacher preparation, standardized terminology bibliography. This is obviously history repeating itself -- 40 years ago! Can you believe this? Our Task Force is 40 years late!

The Report was presented at the APEA Convention in Detroit in 1931, and was well received. At the Detroit meeting the decision was made by a group in dance to petition the APEA Board of Directors to permit the organization of a Dance Section. Dance Section status was not approved. Factors which undoubtedly influenced the rejection was the unfamiliarity with dance by the Board which was composed of all men (women were not permitted to hold office), and the feeling that dance was not a legitimate part of physical education.

As a result of the rejection, this group immediately organized (sounds like Women's Lib), elected a chairman and made plans for their work. During that year the Report was extended and refined.

At the 1932 Convention, request was again made to the APEA Board of Directors for Dance Section status. Finally, dance became legitimate and achieved status as a Dance Section, now a Dance Division. A. S. Barnes and Co., agreed to publish the refined Report. In March 1933, it came off the press as Dancing in the Elementary Schools. This was the first publication of the Dance Section.

We have moved a long way in these 40 years in terms of organizational factors. Dance has an important place in the Association as a Division, and with opportunities to work. This Conference is an expression of status and responsibility. Yet our concerns for Children's Dance are about the same as 40 years ago, dance for boys? Terminology? Scientific study? Teacher preparation?

Over the years many members of this audience have kept alive the concern for programs for chilfren. The adding of an Elementary Consultant (Margie Hanson) to the AAHPER Headquarters Staff resulted from this persistent quest. Through her efforts in recent years there have been many conferences, and many opportunities for cooperative work with other organizations, associations and numerous local, state and regional groups.

These productive and carefully planned conferences and activities have been carried on with limited resources, with constant demands to sharpen and refine purposes, and to develop resource materials. In 1967-68 the Dance Division saw fit to authorize and support a Task Force on Children's Dance.

Thus the Task Force was born. Many people, many hours, many letters and reports, many meetings characterize our work. Let us pause for a minute. It would be impossible for us to recall our early days without recognizing the significant contributions of two of our great people who are no longer with us. Special recognition is given to Dr. Myrtle Spande, who nurtured us from the

Washington Office, and to Dr. Delia Hussey, a staunch and active member of the Task Force. We miss them and cherish their contributions.

The Task Force chose not to begin its work with a conference -- not to start out with a national thrust. Actually, this Lake of the Ozarks Conference is the culmination of our work. We are a small group of members with extensive backgrounds in teaching children in both physical education and dance. The group continues to work together effectively.

Our activities have included the following:

1. A national study to determine the status of children's dance. The state, county and city directors assisted us in this survey. The findings were reported in the June 1971 issue of the Journal.
2. A comprehensive study was made of "What is children's dance?" An attempt was made to make this study on an interdisciplinary basis. This included resource help from human growth and development, learning, curriculum, evaluation, teacher education, physical education and dance. A three-day work conference initiated this study. Out of this work came our Guidelines for Children's Dance published in the June issue of the Journal. There is a Preamble which gives our philosophy of children's dance, and a forthcoming publication which will have examples for implementation.
3. A series of pilot projects or programs were set up through the Task Force. An attempt was made to identify dance activities with children around the country. These were summarized. A resource file of individuals working in various aspects of children's dance was developed and is available for those wanting to visit such programs. Descriptions of some of these activities have been published in the Journal.
4. A review of textbooks pertinent to physical education in the elementary school has been made. This suggests the limited emphasis on dance in most of these books, and in many cases, the highly repetitive nature of the material.
5. A study has been made of films related to children's dance. Criteria were developed and a selected list of films has been made.
6. A bibliography of selected textbooks on children's dance has been prepared. Also, a selected bibliography of physical education books which include dance has been developed. Both bibliographies were based on carefully refined criteria.
7. A list of needed research items on children's dance was developed and submitted to the Research Committee of the Dance Division and to the Lincoln Center Dance Library in New York City.

8. Throughout the work of the Task Force attention has been given to appropriate preparation of elementary teachers in dance. This includes both pre-service and in-service education.
9. Finally, a Publication on Children's Dance is underway which will include much of the above material.

Out of all of these activities there persist a variety of major concerns which we think are at the crux of improving children's dance.

We still have unfinished jobs in convincing leaders of physical education and dance:

- that we start with pre-school and elementary-aged children;
- that recognition be given to public school-oriented people;
- that movement is basic to all physical education, including dance;
- that aesthetic, expressive activities are essential in fostering positive feelings of self and others;
- that a common terminology is necessary.

Actually, today our most pressing concern is to build dance and other forms of physical education for children in terms of who they are, what they are like, where they are, what they are interested in, and not in terms of modifying, diluting, or making mini-adult physical education and dance programs for children. Let us go on a campaign in which we start building and directing our programs from the "bottom up" rather than the "top down." Let us provide for children to be boys and girls. We should not abolish childhood! Children are dignified, unique personalities who have the right to request that viable, meaningful and developmental programs be offered to them. To accomplish this we need to completely eradicate from our thinking and language such indefensible terms as "kiddy stuff, baby games, iddy bitty rhythms, and areas of kids' activities." We need to build our programs to include all children in our schools. Success and accomplishment for all children are needed in varied kinds of activities rather than programs primarily planned for the gifted or highly skilled. They all can be skillful.

Out of these general over-all concerns come a series of specific ones which require action. Our work in the past few years demonstrates that our profession should address itself to such items as:

1. Helping people understand the uniqueness of children's dance.
2. Providing opportunities for <u>all</u> children in <u>all</u> schools in quality dance, comprehensive enough for boys and girls to find success and challenge.
3. Getting dance into the "crowded" school day by finding appropriate time and space.

4. Providing for a progressive development (pre-school through elementary) program in dance based on a movement approach.
5. Providing vigorous programs which grow out of and contribute to other meaningful curriculum experiences.
6. Placing emphasis on expressive and aesthetic qualities which emerge from sensing and responding activities.
7. Helping physical education professionals in leadership roles to comprehend the dynamics of children's dance and to facilitate and nurture opportunities for its development.
8. Helping the "dance people" to recognize that children's danse is a unique area worthy of development. This area focuses on growth and expression of children as children rather than on isolated adult techniques and performances.
9. Providing for those in teacher education who will be working with children's dance to begin by developing an understanding of children, of how they move and grow, and developing skill in working with them. Much attention will also be given to understanding the total school program.
10. Recognizing that men as well as women need to have adequate preparation in children's dance.
11. Clarifying the attitudes and perceptions of people about children and dance.

As we face the late seventies, we must realize that dance is here to stay, that boys and girls like to dance, that teachers need special preparation, that we help children to move as a basis for competence in dance, that dance requires time, space, resources and leadership.

This conference, then, is concerned with a new look at professional preparation. We need to come up with some clearly defined, practical and relevant ideas, and join forces to start to put them into action. This requires cooperative activity. We must do this job together. The power is within this group to make a difference. If we wait another 40 years for children's dance, it will be 2012 A.D.! We cannot afford to wait!

Can we leave this conference with daring, workable ideas which we can put into practice, so that when I return to those 4th graders with whom I am privileged to move and dance, I can confidently try to satisfy Randall, Melody, Patti, and Tyron when they flip those questioning eyes saying:

There is so much good in me, Help me find it.	There is so much I can do, Help me to do it.	There is so much joy in me, Help me feel it.
There is so much to know, Help me get it.	There is so much to say, Help me express it.	There is so much love in me, Help me give it.

Elementary School Physical Education Commission

HUBERT HOFFMAN
Chairman

A ten-minute presentation on concerns for the profession is almost impossible. However, after other speeches that I've made, listeners have told me that a short speech is never all bad. Faced with the problem of listing my many concerns, I looked for a common theme that would tie these concerns together. I was stymied until yesterday morning. At that time I was watching Captain Kangaroo with my son, as we waited for the car pool to arrive.

It seemed that Mr. Moose heard that he was going to move to another city. He was upset over the prospect of not seeing his old friends, and being able to play baseball. Well, Mr. Moose was told that he would actually enjoy the move. He could write, phone and visit his old friends, but would also be able to make some new ones. Being new in town would make him a center of attraction, and that would be a great time to make friends. When told about the new facilities for playing baseball in the new town, Mr. Moose could hardly wait to move.

Now for the next few minutes I would like each of you who has been working in elementary school physical education, after having your professional preparation geared towards secondary education, to imagine that you are Mr. Moose. As you moved to the new city called Elementary School Physical Education, you found yourself the center of attraction. Elementary physical education specialists are loved by classroom teachers and children alike. You have made new friends, and have even found the new baseball facilities where you were invited to play a game, and

you accepted. As you all know, once you are in the game, you are expected to perform.

Soon, however, the uniqueness of the new environment is gone, and we must look at ourselves honestly. Can we field the ball or will our performance be a tragedy of errors? I would like to ask each of you if you are prepared to move.

If you are an elementary school physical education specialist, can you create an environment for learning for each of your students? Can you identify problems and seek to find solutions using all the resources available to you? Are you prepared to teach movement education, creative dance, the total comprehensive developmental physical education program that is an integral part of the school experience, and not just some awkward part of the school experience, not just some awkward appendage? Do you understand and value the feelings of children?

If you are in a teacher-education institution, are you prepared to move? We have changed our programs from secondary to kindergarten through 12 -- but mostly in name only. Only 50 of 740 institutions preparing physical educators claim to be working towards improved preparation of elementary specialists. Are we prepared to improve not only content but also process? Can we admit that perhaps some of what we've been doing for years may be ineffective, and honestly explore alternatives?

Can you who are City and County Directors move? Faced with the task of hiring qualified elementary specialists, how will you respond? Can you stop hiring unqualified teachers? Can you write to professional preparation institutions, and tell them that their graduates need not apply until their programs change?

Can State Department Personnel move to get appropriate certification for elementary physical education specialists? Whether teachers become certified by program-approval systems, or competency-based systems, will you involve public school personnel in the certification procedures? Will we have appropriate certification for teachers in the pre-school and middle school areas?

And finally, is AAHPER prepared to move? The Association publication list shows some promise, but these are largely the results of dedicated members. Will AAHPER move to give financial support to elementary programs? Presently, we spend more than three times as much on athletic programs as we do on elementary physical education programs in our Association budget, and some of our colleagues have proposed writing for funds for elementary purposes. Will AAHPER begin to become involved with significant professional problems? Will we begin to evaluate programs at all levels or just publicize what good programs should include?

Well, Mr. Moose, are you prepared to move? As one Moose to another, I think I am ready. My attendance at this Conference is evidence of that. I -- as I'm sure is true of all of you -- have come to this site because of our mutual concerns. I hope to be stimulated by our association. I hope to test ideas that I've brought with me, and to listen and respond to others' thoughts. When I leave, I hope to be better prepared to move successfully and with greater anticipation to the exciting city of Elementary School Physical Education.

The Consumer Speaks Out About Professional Preparation

A City Director Speaks Out

PAULA BARRY
Department of Health and
Physical Education
Washington, D.C.

We live in a world of fantastic achievements, almost it seems everywhere but in our fields. Unfortunately, little progress has been made in the area of adequately training and preparing teachers who will meet the challenges of this electronic age.

School systems, the consumers of the end product of teacher training, are demanding that the colleges and universities supply them with candidates who can meet present day exigencies. This requirement stems from the needs recognized by all communities regardless of their geographic location. School systems are urgently seeking out teachers who are prepared to meet these challenges. They are looking for the innovative, the creative, and the imaginative instructor; the teacher who can develop the whole child: one who can motivate, impart good working skills, fire the child's discovery instincts, and totally prepare today's students for tomorrow's world. They are, in short, looking for the teacher whose education does not stand still, but continues with in-service training and graduate studies to keep abreast of the times and trends.

Now, to sum up some of the points to which I attach importance, may I repeat, we need prospective teachers who are prepared, who can make the difference, a teacher for all seasons (who can function as a member of a team in a suburban or urban situation), a person with ideas, who can make ideas happen -- if given the chance. Needed are potential teachers who are prepared for out changing society; who are children-oriented; who are attitude-changers; who have certain knowledges, skills, and personal competencies that can be articulated or demonstrated; prospective teachers who can be managers of learning; who are motivated to join and participate in professional organization and understand the need for continuing education.

This list of qualifications is by no means comprehensive -- nor is it intended to be. My only purpose is to call your attention to a few points in an effort to outline the enormous task facing those responsible for teacher preparation. As a part-time teacher of elementary education majors and physical education majors, I am well aware of some of the problems involved.

As consumers of the products of the professional preparation program, school systems need to become more involved in the training process. Performance criteria are needed for teacher education programs with emphasis on producing competence. Some states are now using this as a partial basis for the selection of their teachers. A closer, more cooperative working relationship must be established between the schools and the persons engaged in professional preparation. There must be a more realistic approach to professional preparation programs.

Perhaps all college teachers should be required periodically to visit public schools. There might even be an exchange of public school teachers and college professors for a semester so that both faculties have an increased understanding of each other's professional problems. With such an interchange, perhaps the first-year teacher would not be forced to flounder helplessly amid a sea of curriculum guides that are out-moded and bear no relevance to the student's needs and expectations. Student teaching should begin when the college student decides that education is his major field. Orienting the student teacher to children, with whom he or she will be involved, should be the first order of business.

Team-work must obtain between the professional preparation institution and the consumer school system so that the rapidly changing goals of education may be met, and to insure the continuous understanding, growth and development of the needs of the children we teach.

A Leader in Recreation and Dance Speaks Out

GERTRUDE BLANCHARD
Recreation and Parks Development
Richmond, California

So that you will have a frame of reference, let me be briefly autobiographical: I have been in municipal recreation for 18 years, working in various phases and kinds of dance in a city of 80,000 people with their full share of urban-suburban, minority-majority, conservative-liberal problems. For the past 12 years I have served as a resource person and instructor for the Richmond Unified School District in California which enrolls some 40,000 children. I have taught both handicapped and normal youngsters within school time, as well as conducting numerous teacher-training courses in folk, square, social, creative, and modern dance. At present, I observe about 10 classes a week, substitute for teachers who are ill, and regularly teach 4 classes a month. This kind of schedule keeps me constantly in touch with both children and change.

In the course of a year, I will interview approximately 20 young people who wish to teach dance on a part-time basis, from 6 to 30 hours a week. They come from colleges and universities, from private studios and professional companies, and many have

Master's degrees in Dance. Applicants seem to have two things in common: they like to dance, and all have studied with the world's greatest teachers. Three other things are characteristic: they have great difficulty in verbalizing about dance, they know practically nothing about children, and they know only one teaching method -- demonstration.

My problem is to discover whether they are raw material which can be trained, so I probe for attitudes, imagination, prejudices and desire to learn; could they work honestly with children; could they see dance as a developmental subject; could they work under close supervision, with constant evaluation, and from a specific manual; could they accept and work productively with the shifting authority between classroom teacher and specialist; could they be motivated to see the importance of positive motivation; how much effort would they put into trying to understand the problems of language, minorities, poverty, affluence, defensiveness, large classes, and diversity of achievement within a single class?

In years of interviewing, I have found only one whom I could send, with a clear conscience, into a class without first giving her basic training.

You are probably more aware of the "fun and games" of recreation than you are of the instructional programs, but for the next few minutes, I will be speaking of leadership for in-school classes, on the primary level, in that area of dance which should precede folk and square.

Specialists, whether they are in recreation or education, need many of the same skills in working with children. We are looking for persons who are trained to:

- organize a class for teaching --
  considering size, place and dress; making efficient use of time; getting the students "with you" in less than 2 minutes; working within a structure which provides learning for the children as well as comfort for the teachers;
- find the place to begin --
  take the time to teach, and not tell, the unknowns; develop a logical but exciting progression in movement and thinking;
- use dance as a tool for thinking as well as moving --
  an exercise for the brain as well as other muscles; a learning re-inforcement experience;
- verbalize about dance --
  help the students to verbalize in order to test what has been learned;
- constructively evaluate a child's performance --
  so that the children can understand what is needed for growth;
- fulfill the needs of the children and the classroom teacher, as well as the specialist;

- know and use a variety of methods to fit individual and group needs;
- effectively apply what has been learned in their training about posture, kinesiology, etc.

Is this too much to ask of four years of college training? I think not, especially if two years of that training could be accompanied by laboratory experiences with children.

Theoretically, the student with a college education would have been exposed to most of this knowledge. All the answers are, no doubt, in books, but the student reads books, not to learn how to teach children, but to pass an exam.

Since it well may be a year or years before the student has any use for the information, it is easily forgotten. Theory and practice should be moving side by side -- partners, each helping the other, climbing the mountain, rather than theory sitting comfortably at base camp, watching practice, try to climb up through the shale, and yelling for encouragement: "Read Chapter Nine"!

Those who are going to train specialists also need practice in working with children if they are to make efficient use of the student's time. If you don't know how to swim, it's a frightening thing to be thrown into deep water; if you haven't taught children, it's a frightening thing to be thrown into a classroom. A room full of children, however, is like a pool full of water: If you know how to work with them, they will sustain you; if you do not, they will drown you.

If a child who had been struggling to solve a movement problem were to come to me and say: "I can't do it," I would probably ask: "Do you really want to do it?" If his answer were "Yes," I would reply: "Good! If you want to, you can. Let's work on it together."

There are two motivations which children respond to daily in the classroom: the positive one -- "I want to" -- and the negative one -- "I'm afraid not to." Perhaps we, too, are responding to one of these motivations when we come to conferences such as this. The problem of realistically training elementary specialist to serve truly the needs of today's children can be solved -- not by massive legislation, not by a revolution of the curricula, not by manna from Heaven, or another such mountainous thing. There is not time for this. None of us, I am sure, has the power or the wisdom to changes on such vast scales. What we can do is to light one small candle, rather than cursing the darkness.

A Project Director Speaks Out

MARTHA OWENS
Director
Project Hope
Ocilla, Georgia

First, let me say I've been called many things, but I think the most revealing was when Project Hope was in its first year. A mother called me and said, "Mrs. Owens, are you the lady that plays in the yard with the 'chillen'?" I thought a minute, and then said, "Yes ma'am, I'm the lady that plays in the yard with the "chillen'."

I came here today to speak to you for several reasons, but mainly to talk about Fat Freddie, Awful Al, and another child named Nora Jean McLean. Now many of you have heard Ambrose Brazelton speak about Fat Freddie -- but perhaps don't know much about him. I know him well because he lives at my house. I have a Fat Freddie at my house who is 15 years old. He has had one year of physical education, which was in Project Hope when he was in the eighth grade. He is now in high school and is excused from physical education because he is in the school band. Fat Freddie, when he was four years old was playing with another child when this child hit him and punched him, and knocked him down. I thought I would have to get in there and fight back, for my son would not. One day later, when he asked for a pair of cowboy boots, I said, "Richard, if you will put those boots on and kick that little boy in the shins, I'll buy them." But I want you to

hear what my Fat Freddie said to me. "Mama, I can't do that." I said, "Why not?" and my Fat Freddie said, "I have a tender heart." How would you feel if your son said that to you? We have many Fat Freedies in this country and what are we doing for them in elementary physical education?

I also want to talk to you about Awful Al. Al is the terror of the school! He has had a limited home-life as far as toys and playthings are concerned, and in the Title I summer program I was working in, Awful Al wanted some physical education equipment. At that point I was teaching speech besides physical education, and I would not give the children a piece of equipment if they could not give me the correct name for what they wanted. Remember, this is not a little boy, but a seventh or eighth grade boy, and he said he wanted "Ogoby." I looked at him and thought what in the world is that? He said it several times, and my Fat Freddie who was standing behind, said "Mommy, we learned today in shop about 'augur bits,' and I think Al wants a badminton racquet, but he is calling it by the wrong name."

People, where have we been? Where have we been to let a child get to the seventh grade and not know the names of the equipment we use, much less how to play with it, and what to do with it? I'm not making these stories up. I wish they weren't true. But these are the types of thing we have run across in our Project. Nora Jean McLean is another child with whom we have worked. Nora Jean's legs are about as big around as two pencils put together. She is mentally retarded. She has no chance unless people like you and like me help her. So what are we doing for the Fat Freddies, the Awful Als, and for the Nora Jean McLeans?

Project Hope is an effort to do something about these children. We are trying to design a model program for rural schools in Georgia in elementary physical education and health services. We are trying to show that you can do it in an economical way. We are trying to provide ways for people to take our plans and improvise. Now don't say, "You've got the money to do it." I worked in a physical education program for three years which was all on a volunteer basis. If you have parents who care, you can do it without money. We are trying to show in this Project how you can make equipment economically. When we finish, we hope to have a booklet ready so that it will be available for other schools to use.

We are trying to put emphasis on the physically under-developed child, as well as the average and the above-average physically functioning child. We are trying to use a success-oriented approach -- trying to structure a positive place in the school day for the child. In fact we've even adopted as our slogan "every child a winner." And when we say "every child a winner" he wins in Project Hope when he does his best. We found through our testing program that our children have very low self-concepts. We found that their fitness level was shockingly low. We found that there was no organized health service in our school. I don't

want to go into a lot of boring details, but let me just tell you we found stomach worms in one child in our sample, and seven other members of that family were treated on the basis of that one sample. Something has got to be done for these children, and we are the people who are going to have to do it.

We are also trying to find ways our community can help the schools solve these problems. Everyone wants to help, but we are all in our little areas and we need to get together. When we started this Project, there was no physical education program and no health services. We are now in our second year and we're asking people, "Look at our Program." We hope when we are finished we can provide a curriculum guide of what we've done, and also a booklet on the improvisation of equipment. I can hear you say: "Now all that sounds real good, Mrs. Owens, but are you succeeding?" Well, we're not sure yet. We think we are. We are very excited about the way our fitness scores are going up. The teachers tell me that classroom control is easier. We know the school people like us -- the administrators in our schools say they can't live without us. We hope they'll remember that in year four when our golden egg is gone, because this is only a three-year project. It is vital that they continue to provide a well-rounded program for all sorts of children so that the Fat Freddies and Awful Als and the Nora Jean McLeans can find a place in their school day where there is fun and success and learning and growth.

A Young Teacher Speaks Out

JAMES RAINES
Public Schools
Richmond, Virginia

We have heard from the mother with the Fat Freddie and the Awful Al, heard from the consumer who hires the people who teach -- and now you have me. And I am product of you, and also a consumer of your product, and I am pretty dissatisfied. I came up through the typical program of secondary school emphasis . . . games, group activities, plenty of coaching skills. It's really something to teach a zone defense to first graders! It's going to help them a great deal. Or a man-to-man defense to a kindergarten child trying to go to the cafeteria, although that might be useful.

But what did I really get? I had a two-hour course in elementary physical education entitled "Elementary Plays and Games" that was really stimulating! The only experience I had working with children was teaching swimming for two summers. Then I was thrown into my student teaching program at the K-8 level, and had 85 first and second-grade-level kids at a time and that was a shocker.

Now you know I came through some rosy stuff with my two-hour course. There are about 20 other students in your class in a large gym, with 50 balls, 100 ropes, and things like that. Then I have 85 kids, 5 balls, a dozen jump ropes, and a broken down tug-of-war rope. What do you do? This is one of the problems I

think the colleges are not facing -- the lack of reality in their approach. We go through these courses with a big gym and all the equipment. When I get out, in one of my schools, I have a basement classroom smaller than the ordinary classroom with ceilings about eight-and-a-half feet high. I don't have basketball goals and don't have the balls. What do I do in there?

I have three schools, 49 teachers and 1400-1500 students per week. I see each child once a week. How do you teach physical education once a week for half an hour to 35 people? Martha Owens has the rural people. I have the inner-city people. I did my student teaching in rural schools, and there's a tremendous difference. They are poor in rural areas, and poor in the city, but that's where the sameness ends.

Another thing that I find lacking in my preparation is that I don't understand the rest of the school curriculum. How do I understand the reading tests that they give? How does the I.Q. relate to me? How can I relate a physical fitness test to a classroom teacher who doesn't understand that either? So what if a child can't do twelve pullups -- what does that mean to a classroom teacher? So what if a child scores 80 out of a possible 160 on a reading test -- what does that mean?

We need to get in and make ourselves an integral part of the school curriculum at all levels and not a supplement to it. But we have trained students for the high school level, and when they get there they keep on doing what we have taught them -- baseball, basketball, football and soccer -- and sometimes volleyball, if you have an inventive teacher in high school. This is true and you know it.

But the potential in elementary work is out of this world, especially for a man. I don't know what we can do to get men into elementary schools, but the satisfaction I get out of elementary school teaching gives me a high all the time. Some men are concerned as to how they move "up," to the secondary school from the lower grades. I'm not "down" at the elementary level -- I am "on" the elementary level. I don't consider that I go "up" to secondary. Why the concept of down and up? We're all working at the same thing, aren't we?

The main thing I find so great when working with movement education at the elementary level, is that it is their level, not mine, nor Fat Freddie's, nor skinny Minnie's, but each child's own level. The self-competition and self-expression is stimulating and gratifying, as much to me as to them. I think if I express one more thing I enjoy at the elementary level, it is the fantastic opportunity to help all children.

Unique Competencies Needed for Fostering Children's Growth on Aesthetics and Motor Learning

General Competencies

GORDON JENSEN
State Director of Health,
Physical Education, and
Recreation
Wisconsin

I have approached the topic of Teacher Competency with some misgivings in view of the number of very talented and dedicated individuals who have spent most of their lives unsuccessfully attempting to determine what makes a good teacher. It would seem presumptuous to outline in fifteen minutes or so the kinds of characteristics, skills and abilities which an elementary teacher needs.

In addition, you will note on your program that Miss Murray will discuss the competencies of teachers of children's dance and Miss Allenbaugh will do the same for the competencies of elementary physical education teachers. I'm sure that whoever conceived the title of this panel did not mean to imply that the three topics assigned were entirely independent of each other. Obviously, there are a significant number of competencies which are equally important to teachers of physical education. In fact, often the same teacher fills all three roles.

My job as a state consultant takes me into many local school districts where I have the opportunity to observe elementary teachers in action. My first thoughts about teacher competency, therefore, spring from what I am used to seeing. Elementary

classroom teachers, forced to be jacks-of-all-trades, are frequently competent in only a few subject areas. However obvious this fact may be, competency in subject matter areas continues to be a pressing need in elementary teaching.

The other face of that coin reveals, conversely, that many teachers are quite competent in subject matter areas without knowing a great deal about elementary children. Thus, the need is apparent for elementary teachers to know and be able to apply in their classrooms the best possible current knowledge about children, including child growth and development, the characteristics of young children, child psychology, basic movement fundamentals, and the like.

But as the necessity for these kinds of competencies passed through my mind, I realized that such matters would certainly be covered by others as the Conference proceeds. At that point, I decided to leave the discussion of cognitive and motoric matters to the many others in our midst who have outstanding qualifications in these areas and very willingly then shifted my attention to some other kinds of competencies which are most important to me, and essential, if often lacking, among teachers of children. Perhaps my definition of competency is too broad to pass close scrutiny, but I would prefer to stretch the definition in order to say what I want to say, rather than be silenced by the limitations of a rigid definition.

First, I believe implicitly that the most important quality which an elementary teacher can have is the ability to <u>like</u> children. In a gathering such as this, composed of people who have dedicated their lives to children, there may be an assumption that elementary teachers universally regard their students with affection. I wish it were not necessary to remind you that almost every school district has some teachers, some young and some old, who drag themselves out of bed each morning dreading the approaching confrontation with a class of 20 to 30 youngsters for the pure and simple reason that they don't like kids.

The reasons for the existence of such teachers are numerous and complex. I suppose some people do teach because they cannot do. Some teach for financial reasons only. Some people teach to satisfy a need for dominance, and it is easier to exert authority over elementary school children than over high school students or adults. My responsibility, however, is not to psychoanalyze teachers but rather to point out one of the abilities which all outstanding elementary teachers seem to have, namely, the ability to take an affectionate interest in children, and to use this affection as a springboard toward effective instruction.

I further believe that this point has serious implications for the recruitment of teachers which should be discussed at this conference. We are in a time when employers of teachers can choose among many applicants. Hopefully, such choices will be made on appropriate criteria so that the surplus of teachers may actually upgrade the quality of classroom instruction. In all fairness, however, we

should all be concerned first about the caliber of candidates we recruit for the teaching profession. Not only should teacher preparation people be concerned, but those of us who teach and supervise in the high schools of our states, should urge and guide the right kinds of students (people who like people) into the elementary teaching field.

The second competency which I would require of elementary teachers is the ability to listen in the broadest sense of the word. I am totally disillusioned with the style of teaching in which information and instructions flow in just one direction, from teacher to child. It is my unfortunate experience in visiting schools to observe dozens of classes, many in physical education, which are completely teacher-dominated. Roll call is by numbers. Warm-up calisthenics are by numbers. Students move from station to station by numbers, and instructional drills are by numbers. To be sure, we adults are the experts, with degrees to prove it. We know that many kids are insecure and want to be told what to do and when to do it. But if we are serious about individualizing instruction, we must know not only the characteristics of children in general, but also the characteristics of each child. To be sure, no teacher can know all about each child, but the teacher who listens hears interesting things, not always in so many words, not always in words at all.

He may hear a class disrupter saying, "I'd like to be somebody, and I will find a way, good or bad."

Almost every class has a couple of kids who are trying to say, "I have tried a lot of things, but nothing has worked out very well. Isn't there something in school I can do well?

At the other end of that continuum there must be some in every class who are saying, "This is all too simple. Challenge me."

Elementary children are communicating a great many needs in a variety of ways. The teacher who will sharpen his listening skills to receive more than the spoken word will open a gateway to successful teaching.

The third teacher competency which I will identify is the ability to learn, and most important, to continue to learn. This is what real education means. In our day things happen quickly. There is new research to consider, new books to read, and new periodicals each week and each month. There are new school organizations to cope with, new scheduling procedures, new ways of storing and retrieving information, and other innovations, ad infinitum.

Unfortunately, it is entirely possible to isolate one's self in a classroom or gymnasium and let the rest of the world pass by. Sharp, young teachers, visited after 2, 3, or 5 years are often frozen into the very programs, methods and techniques which they learned during their undergraduate preparation. This is not totally bad, especially when the undergraduate preparation has been outstanding. However, to stand pat with even good preparation is a fall back in today's schools. It seems absolutely essential

that elementary teachers commit themselves to a process of continuous inquiry, learning from colleagues, learning from scholars in their fields, and learning from children. The good teacher remains a good teacher only so long as he continues to grow. Again, we may have to examine our recruitment procedures to see if we can identify the doer, the achiever, the innovator, the learner, and lure him into the elementary field.

I hope you haven't noticed that the first three teacher abilities which we have discussed all started with an "L". This was an unintended cuteness, but as long as we have come this far, perhaps we should add a fourth, just for the "L" of it.

If I should suggest a fourth capability which is essential and irreplaceable for elementary teachers it would be the ability to laugh. No amount of subject or process expertness can substitute for the ability to find humor in the classroom situation and to enjoy the daily work with children. Some of the best teachers I know have demonstrated to me that the learning process itself should be a joyful, pleasing activity. In physical education, particularly the exhilaration of movement, can hardly be taught in an atmosphere of grimness. Yet we do have our sourpuss brigade in the elementary teaching ranks, and some programs unfortunately reflect a lack of humor and spontaneity.

Once I had the opportunity of participating in 13 weeks of infantry basic training. Much of the training was, of course, fitness oriented, with hours of conditioning activities, calisthenics, rifle drills, combat courses, and the like. Eventually, we completed basic training and emerged physically fit, prepared for combat, and hating the various enemies who were responsible for the situation we were in. The hate we had for that faceless enemy overseas, was only a mild dislike compared to our feelings toward the physical training instructor, for this was a truly humorless situation.

Unfortunately, I frequently see the same tactics being employed with elementary children in the name of physical education. It should be clear, I feel, that the objectives of military conditioning are different from the objectives of elementary physical education. On the one hand we are driving individuals to produce efficient, fit, fighting men in the shortest possible time. On the other hand, we are attempting to produce self-actualizing young people, who can use their bodies efficiently, gracefully, and joyfully in as many situations as possible. What is more, we are willing to give them the time they need, as differing individuals, to accomplish the desired objectives. In the latter case we must have teachers who are themselves stimulated by the challenge of working with young people, and who have the ability to laugh in the process.

My brief time is up and my points are made. In summary, I feel that elementary teachers should begin with several abilities or characteristics prerequisite to their formal preparation. These characteristics include a liking for children, the ability

to listen, a capability and desire for continuous learning and finally the ability to laugh. Without these four assets, a great deal of formal teacher preparation may go to waste.

I am confident that this conference will be able to identify the appropriate technical competencies for teachers of elementary children in physical education and dance, and I feel that these three days will produce many ideas which will influence practices in professional preparation. In addition, I will personally be very pleased at any significant increase in our efforts to add some elements of humaneness to the essential qualities of elementary physical education teachers.

Teachers of Elementary Physical Education

NAOMI ALLENBAUGH
Professor
The Ohio State University
Columbus, Ohio

Movement is a persistent, fundamental and significant factor throughout a man's life. Thus, development of effective movement must be a persistent, significant part of the child's growing process. We believe, as is stated in the Elementary School Physical Education Position Paper that "Each child is unique..." We supported this belief last night when we moved to give Jack Frymier a standing ovation for his dynamic expression of "each child is unique." It must be our focus.

Obviously, then an essential competency for teachers -- for elementary school physical education specialists specifically -- must be the ability to see children, to see each child as he is, where he is in his development. He must see not what he thinks is there in the child, but what actually is. How often do we interpret rather than observe. There are a variety of aspects which the teacher must see: Does the child move vigorously or languidly? Does he move on high objects, or always low? Does he move his feet higher than his head? Does he always use his feet as a base? Does he move in his own way to solve the problem within its framework? Does he move with a frown, with a smile, with concentration? Thus, we must see.

A second essential competency is to see each child with sensitivity -- with empathy. How would each of us react to a mistreated 7-year-old, Robert, in a group of six, sent to the sidelines?

"You hate me. You love all those out there."
"No, I care about you. I want to help."
"Oh, you love me . . . and hate all of them."

Let's ask ourselves -- Do we have the competency to help that child understand he is a worthwhile person, a desirable person?

So a third competency would be revealed -- as stated in the Position Paper. Our capacity to provide well-conceived well-executed programs so as to contribute to Robert's development of a wholesome, viable self-concept, his development into a self-directed, self-reliant and fully functioning individual. Shall our future teachers continue to place children in neat bowling-pin lines and then proceed to shove them over one at a time? On what shall our future teachers design problems: On a substantive basis, but leaving the child the freedom of designing his own response within the framework of the problem.

These are but a few -- but they are essentials. Of course, we must understand and work within the school program with the other teachers -- converse with them, visit their classrooms with an understanding of the total curriculum, with a willingness to communicate with parents, administrators and the community at large. But our true challenge comes in seeing the child, being sensitive to him so we know what we are seeing, then structuring his learning experiences, his program, out of our knowledge and our seeing.

Teachers of Children's Dance

RUTH L. MURRAY
Professor Emeritus
Wayne State University

In a 16-page document published in 1969 by AAHPER and entitled "Professional Preparation of the Elementary School Physical Education Teacher," the words "imaginative and creative" appear twice, the word "expressive" once, and the word "aesthetic" not at all.

I tell you this, not because this little booklet is not well thought out, well put together, and very well written by persons in the field for whom I have great respect, but because it represents the large gap in the understanding of many physical educators as to what dance is, what it can contribute to the education of children, and what characteristic skills, knowledges and aesthetic awarenesses must be developed during their professional preparation by those who deign to teach it.

Dance is an art and must be taught with some appreciation for its unique value as art, and not merely as another motor activity involving movement. And what are some of these values that dance, alone in physical education but related to the other arts in the elementary school program, offers to children? We use the words creative, imaginative, expressive, aesthetic as descriptive of these values, but how do we affect children's actions so that such desirable attributes are developed specifically through the art of dance?

I believe it can only be done if teachers themselves have had experiences in their professional training (and hopefully before that) which parallel and supplement the expressive, imaginative uses of movement that dance can offer to children.

A professional curriculum for the elementary classroom teacher which offered such experiences, would not be as great a departure from the norm as the present curricul of the physical education specialist. It will certainly have as its core the total development pattern of the child. The elementary education program also usually includes, or at least acknowledges, courses in children's literature, art, and music. The course in physical education for the classroom teacher has, in the past, included everything from Looby Loo to relays. A course in basic movement education, however, is now beginning to appear in some of these programs. After this Conference, it should spread throughout the country, at least as fast as did the new math. Quite logical then would be a sequel to such a movement course, which would carry the elementary education student into the expressive, imaginative, textural qualities of movement, and its relationship to other experiences in drama, art, music -- in other words, experiences for the elementary education students in children's creative dance.

Now to consider the sad case of the physical education specialist, who is seeking a K-12 certificate (sad, that is, for dance, for the prospective teacher, but mostly for the children who will be deprived of the joy and satisfaction of dance experiences). Eighty-nine percent of these persons, according to statistics, have one over-all, cover-all course in elementary physical education. Of those of you here who are in that category (or were in it when you were in college), I should like to have you consider how many times in your professional training you handled a basketball, compared to the number of times you skipped to music? What children's poetry or rhymes do you know, or songs, or classic literary characters? What do you know about nature and her creatures? How many dance performances of any kind have you seen? What would you say is your aesthetic index?

I am sure you came to this conference not to find better ways of making varsity sports players out of children, but rather ways of bolstering their self-esteem, of improving their ability to move in a great many different ways, of broadening their creative and aesthetic horizons. And before the Conference is over, you may be willing to try to motivate them to accept expressive, imaginative, creative, rhythmic movement as being at least on a par with that movement which is athletic, gymnastic, acrobatic.

Perhaps a glance at some of the Guidelines for Children's Dance is now in order. These appeared in the June 1971 Journal, and as I am sure all of you have done your homework, you are already familiar with them. What specific competencies does a teacher need to perform adequately in at least some of these areas?

The first Guideline is stated as follows: Children should have experiences evolving from the use of the movement elements of space, time, force, the development of an awareness of sequential changes in body shape, and the relationship of the self to others and to the physical environment. You can see that it ties in very closely with the program of movement education. Whether these stated experiences, however, are being conducted as part of a movement lesson or a dance lesson will make some difference in the approaches and emphasis which are used. The dance teacher should be interested in some departure from the expected response, in the evidence of dramatic or emotional overtones in movement performance, in the textural quality of the movement as well as in its skill, in movement which, even though awkward, shows the characteristic of inventiveness.

There is a danger that teachers who have had no creative dance in their training, and who have been taught only to look for, and work for efficient, functional movement, will not encourage or even be receptive to a different kind of movement response; will not see it for what it is, and may even suggest some kind of remedial practice so that the problem is solved more adequately according to their standards, rather than those of the child.

The second Guideline takes us much more specifically into dance-like experiences and probably represents the greatest gap in the preparation of physical education majors, if not necessarily that of elementary classroom teachers. It reads as follows:

Movement exploration, improvisation, investigation, and invention, using dance ideas such as those evolving from experiences with movement elements, from imaginary and literary sources, from properties of various kinds, or from music and other types of sound accompaniment.

This necessarily must mean some knowledge of children's literature and poetry; of television characters and adventures; of experiences with music, songs and various sound accompaniments; of comprehension of the use of props as catalysts for creative movement. More importantly, it means a sensitivity to children's spontaneous expressiveness, the recognition of imaginative rather than imitative uses of movement, and the making of plans so that these things happen in the dance period.

How is such competency achieved? Only, I believe, by affording such experiences to physical education majors who intend to teach or to be associated in any way with young children. Courses, or perhaps better yet, some kind of comprehensive integrated course, in music, art, drama, should be a part of their program of studies, with creative dance leading the way in these art experiences. It should not be necessary to add that this should include men as well as women if their interest lies in the teaching of children. It is true that it is considered less virile in our culture to dance than to knock someone over on a football field; less manly to be conversant with the classics in children's

literature, than to know the batting averages of World Series players; less masculine to sing than to box or wrestle. But these are the days of Unisex and Women's Lib, and we just may be able to change all that!

Of course, it is also true that all children should feel adequate in physical prowess, and should enjoy the exhilaration that comes from performing athletic feats adequately. But we are beginning to find that there is more to the field of physical education than mere athleticism, even though many of us still cling to sports and games as representing the "be-all and the end-all" of our existence.

Next is the third Guideline which states: Experiences with movement which help to synchronize it with musical structure, such as pulse, accent, phrasing; the development of sensitivity to the quality of musical sounds, and the ability to relate to them in many different ways.

The importance of this area has been acknowledged by both music and physical education teachers for many years, as witness: rhythm bands, rhythm drills, rhythmic gymnastics, rhythmic ball skills, rope jumping, bean bag or wand drills, and other rhythmic actions too numerous to mention. The word "rhythms" intended to disguise dance activity, relates, or should relate to this Guideline. All of these, according to the Task Force Status Study, are designated as part, or indeed in some cases, as the total program in dance for elementary school youngsters.

The ability to make an accurate response to rhythm -- to feel and to follow the beat, in other words -- is every child's right. Otherwise he misses out on so many of life's delightful experiences -- participation in, and appreciation of music and dance being two of them. A teacher who has had courses in music (where he has been encouraged to sing and play simple instruments), and in dance (where he has been encouraged to listen to accompaniment and find many ways to move to it accurately) is more apt to find plenty of opportunities for his children to have fun with rhythm. I say "fun" advisedly, as I have seen too many lessons of what was called "drum work," where for the better part of a period children performed locomotor movements to a series of loud, single, monotonous, drum beats until everyone was ready to climb the walls.

So, let the children play the drums, and many other sound instruments as well, some of which they can make. Let them sing and move, let them listen and then clap or tap or beat or sway, and soon supposedly arhythmic children will be "keeping time" as well as anyone else.

In the time period alloted, it is possible to treat of the abilities needed for only a few of the eleven movement-centered Guidelines. Perhaps the more important ones have been touched on, those where preparation is at best sketchy, or at worst non-existent. There is one more which must be emphasized, however, and where there has been little attempt to prepare either the

physical education or the dance specialist in most curricula with which I am familiar. The sixth Guideline says:

The relating of dance movement to other curricular experiences, such as art, music, science, social studies, and language arts -- wherever and whenever appropriate.

How is this possible when the special teacher is uninformed as to the other curricular areas, either structured or unstructured, which are part of the child's day? And yet the imposing of discrete, fragmented pockets of learning experiences, unrelated to the rest of the child's activities, is not at all in agreement with modern pedagogical theory. This, then, is another place where we must mend our fences, so that those who teach dance may perceive the innumerable ways it can supplement and enrich other parts of the school day.

If I can make one more point about a competency all teachers of movement must have, it is that of the power of observing how each child moves in his own characteristic ways. In physical education so much of our attention is geared to the end-product of movement. Did he win the race? Did he make the goal? Did he connect with the ball?

But in dance, especially with children, the process is of greater importance than the product. One's ability to read body movement, a major language of young children, as we could tell from the pictures we saw, assumes great significance. As Delores Curtis says in her report on last year's conference on "Motor Activity for Early Childhood": "We need to give more consideration to the child's use of his body as a mode of creative and human communication."1/

I will finish by paraphrasing somewhat, the excellent article by Keturah Whitehurst entitled "What Movement Means to the Young Child."2/ What can dance mean to the child? Certainly, it can mean some of the same things -- self-discovery, freedom for self-expression, communication, enjoyment and sensuous pleasure, and, if only we will let it, it can also mean the acceptance of himself, and of all others who dance both with him and for him.

When reading the Saturday Review last night, I found this little story in Goodman Ace's column. A young philosopher came home from school every day with a skinned knee. "Why do you fall down every day?" asked his mother. He replied, "Because I always run faster than I can." Perhaps we all will need to run faster than we can, in spite of skinned knees, or as Gladys Fleming said, we will be in the 21st century and children still will not be dancing.

1/ Delores Curtis, "Conference Report," Motor Activity for Early Childhood, Washington, D.C., American Association for Health, Physical Education and Recreation, 1971.

2/ Keturah Whitehurst, "What Movement Means to the Young Child," ibid.

Criteria for Professional Preparation of Elementary Specialists

LORENA PORTER
Past Chairman
Elementary School Physical
Education Commission
Northern Illinois University
De Kalb

The professional preparation of teachers is undergoing dramatic change today. Innovative techniques are becoming the order of the day as educators utilize knowledge and research about learning, technological instructional aids, and interdisciplinary approaches.

In our area of elementary school physical education, change is especially dramatic. We are moving from:

1. One program prescribed for all students to various patterns with options for selection by students.
2. Programs in which content is viewed in terms of skills and activities to be mastered, to those in which human movement is valued as the medium of learning and content defined in conceptual terms.
3. Programs in which emphasis is on the expressive aspects of movement as one means of releasing the creative potentials of the students with whom we work.

I have identified 21 evaluative criteria of professional preparation programs for your consideration. These reflect the standards recommended in the AAHPER publication, Professional Preparation of Elementary School Physical Education Teachers, published in 1969; the innovative practices encouraged at our three National Conferences on Elementary School Physical Education, some of them described in the two articles on professional preparation reported in the February Journal by Lois Johnson and Hubert Hoffman respectively; and procedures for education reform advocated by various professional groups on teacher preparation.

I am illustrating one or more criteria from the following aspects of professional programs: Student, Personnel, Faculty, Program Design, Program Foundations, Program Experiences.

I. Student Personnel

To secure desirable candidates, certain policies should be observed in the recruitment, admission, retention, placement and follow-up of students.

We would agree that students should meet the same qualifications stipulated for teachers in general, and for physical education teachers in particular. In addition, we should ask:

> Do candidates demonstrate a variety of movement interests as opposed to specialization in a particular activity? Do they express interest in using movement expressively as well as for functional purposes?
>
> Do candidates demonstrate a special interest in working with children?
>
> Do candidates display interest in the study of movement and its use in contributing to societal needs? Developmental needs? Therapeutic Needs? Leisure time needs? Aesthetic needs?

Public hearings on education were organized by the Superintendent of Public Instruction in Illinois to deal with what he terms our educational crisis. Hundreds of citizens, lay persons as well as professional educators were invited to attend six regional conferences. Among the priority goals set for professional education in the 1970s is one regarding acceptance into professional programs. It is proposed that by 1974, every professional preparation program in Illinois will include a screening program which provides systematic procedures for assessing the candidates' aptitude for entrance into a professional program. What procedures do you recommend?

II. Faculty

> Are faculty members engaged in the preparation of elementary school specialists prepared, interested and experienced in elementary school physical education?

We have made some headway in moving toward the fulfillment of this criterion in recent years. However, the shortage of college teachers with background in elementary school physical education continues.

In a "National Survey of Professional Preparation for the Elementary School Physical Education Specialist," Hubert Hoffman, reporting in the February Journal, found that regardless of program design, most of the faculty responsible for teaching elementary school physical education courses had not had actual elementary school teaching experiences. He did find, however, that in those institutions with separate programs for elementary specialists, 50% of his respondents indicated that persons teaching courses had actual teaching experiences in elementary schools.

Another of the action goals proposed for Illinois institutions: All faculty members responsible for professional preparation will teach at least one-half time for one term in an elementary school as part of their regular assignment at least once every two years.

We also need to ask:

> Does the faculty, as a body, establish working relationships between personnel of their institutions, public school teachers and administrators, and state department consultants for the purpose of improving teacher preparation programs?

Today the preparation of teachers is beginning to be recognized as a cooperative venture of college and public school personnel. Among the "Optimistic Prospects in Elementary School Physical Education Professional Preparation" reported by Lois Johnson in the February Journal, we see a trend toward cooperative programs with public schools. Teaching Centers in public and parochial elementary schools have been established by numerous institutions.

There is considerable evidence, also, of cooperative efforts by college personnel and state department consultants to provide workshops for teachers. In many instances these have been a follow-up at a local or regional level of a national conference sponsored by AAHPER.

III. Program Design

> Do programs designed to offer opportunity for certification of specialists, kindergarten through 12th grade, provide equal emphasis on elementary and secondary preparation?

The most common pattern of preparing specialists, persons certified to teach physical education in elementary and secondary schools continues to be that of adding one or two courses in games or physical activities to a curriculum designed for secondary teaching.

We see a trend toward new patterns of specialization in the survey reported by Hubert Hoffman. In appraising professional programs for specialists today, we should ask:

> Is there opportunity within the professional program in physical education for students to elect an area of concentration, or a major in elementary school physical education?

Hoffman's report shows that of the 1500 institutions surveyed, 45% responded to his questionnaire. Of these, 40% provide the kindergarten through 12 major; 25% provide the secondary major only; 22% provide a choice of majors -- elementary or secondary.

Other patterns include: An area of concentration for elementary majors and physical education majors; a major in elementary physical education; a double major in elementary education and physical education.

IV. Program Foundations

Program foundations are derived from knowledge about children -- how they grow and learn, and our knowledge regarding human movement. Are experiences provided which enable students to gain an understanding of:

> The child from birth to adolescence?
> The elementary school and the interrelatedness of program areas?
> Learning processes that free children to express themselves in fresh new ways?
> Learning environments and experiences appropriate for children?

A student who identifies his area of interest as that of elementary school physical education should have flexibility enough in his program to select courses in education that focus on the elementary school and the school child.

A thorough understanding and appreciation of all aspects of development coupled with special emphasis on motor development and its relation to the development of a fully functioning individual is essential for effective performance as a teacher. The study of child growth and development and of teaching-learning theory requires clinical and laboratory experiences through which the student may conceptualize principles and interpret their application in practice.

> Do we utilize technological instructional aids in laboratory experiences that encourage self-directed learning experiences?
> Do students have opportunity for laboratory and clinical teaching experiences prior to student teaching?

One of the "Optimistic Prospects" reported by Lois Johnson includes cooperative programs with public schools. As indicated

earlier, classes for professional students are scheduled in conjunction with elementary school classes at established teaching centers. Laboratory experiences in these situations progress from directed observation and participation through mini-teaching experiences and eventually full responsibility for a class.

Some institutions are providing classroom observation and participation each year of the professional program. At Simon Fraser University, for example, students spend two months in school classroom experiences during the first semester of their professional program.

V. Program Experiences

Program experiences become relevant to students as their professional experiences are individualized. For many years we have advocated in theory the importance of student involvement in all things affecting them -- in the setting of purposes and in the individualization of programs. It was not until the crisis of the 1960s, however, that we began to enable our college students to share responsibility for their own learning. We are moving in this direction as we involve students in planning and evaluating their program experiences.

Is each student helped to know himself?

At the University of South Florida, individual assessment is seen as a major pivotal point in the professional program. Individual assessment constitutes a formal course in the first quarter and continues on a personal basis throughout the program sequence.

We listened this morning to a discussion of the competencies needed by teachers of children -- by teachers who are specialists in dance and those who are generalists in the total aspects of movement -- physical education. If these competencies are to be achieved by one person -- the specialist -- students must have a thorough understanding of these goals.

Is each student free to work toward the achievement of well-defined competencies?
Is opportunity provided for self-evaluation in terms of these expressed goals?

We know that certification of teachers in some states is now granted on the basis of performance standards demonstrated before graduation or in a year of internship following graduation. What performance standards do we recommend?

Perhaps the most important curriculum innovation of the 1960s has been the definition of the content of the various disciplines in conceptual terms. As Jerome Bruner wrote in "Structures in Learning," "every subject has a structure, a rhythm, a beauty. It is this structure that provides the underlying simplicity of things. . . . It is by learning its nature that we

come to appreciate the meaning of a subject."[1] Human movement is the subject matter of physical education. The conceptual analysis of its dynamic aspects provides a basis for integrating learning experiences of our students. We need to ask:

> Is the movement content defined? Is the focus on the study of movement in each of the program areas?
> Is equal emphasis placed on the expressive and functional aspects of movements?
> Are program experiences integrated?

We see a trend in this direction at the University of North Carolina at Greensboro, for example. Three faculty members are cooperating in a team teaching effort. A particular theme provides the focus of a lesson in a sport class, in dance and in the class in elementary physical education. Later, in practical situations with children, students have an opportunity to see children experimenting with similar concepts.

We must move ahead if we are to enable our students to assume their responsibility for contributing to the aesthetic education of children that is valued in elementary education today. We are encouraged by the survey on elementary school dance reported by the Task Force on Dance in the October Journal. We see evidence of the fact that dance is, indeed, becoming an integral part of many school programs. We must release the creative potential of each student with whom we work if we expect them to work in a similar manner with children.

> Are learning processes utilized that encourage students to appreciate movement as a means of individual expression?
> Is opportunity provided for exploration that leads to the discovery of movement potentials? Of creative potentials?
> Is opportunity provided for students to develop an understanding of the art as well as of the science of movement? Of the interrelationship of the arts?
> Is aesthetic education fostered?

Movement is a means of expression in itself, and a vehicle of expression in the other arts. Another of the encouraging developments in the professional preparation of teachers in recent years is the trend toward interdisciplinary approaches in professional preparation programs. In our institution, for example, students in elementary education may elect to participate in a creative arts workshop while taking their courses in movement,

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1/ Bruner, Jerome: "Structures in Learning," NEA Journal, April 1965.

language, art and music. Thus they are given opportunity to understand the uniqueness of each, and the interrelatedness of the various media of expression. We need to extend this opportunity to our professional students in physical education.

As I look back in the last decade, I have seen us taking giant steps forward in our regard as professional educators for elementary school physical education and its contributions to children's development. We are beginning to speak the same language in what constitutes promising practices in improving the quality of movement experiences for children.

May I suggest that our goal in the next decade may well be that of putting into practice for our professional students what we advocate in theory as desirable practices with children.

Patterns of Professional Preparation — Interest Groups Summary

Two conference sessions were devoted to presentations by resource leaders of various patterns of professional preparation that have emerged in recent years. Participants elected to attend one of the twelve presentations that were scheduled simultaneously in both the afternoon and evening sessions. A discussion of "Criteria of Professional Preparation Programs" preceded the interest group sessions. (See Appendix for a list of schools offering professional programs with special emphasis on elementary school physical education.)

Interest Sessions

	TOPIC	RESOURCE LEADER(S)	RECORDER(S)
(1)	Comprehensive Physical Education Major	Lolas Halverson University of Wisconsin Madison, Wisconsin Margaret Thompson University of Illinois Champaign, Illinois	Phyllis Borucki Richmond Public Schools, Virginia

	Glenn Norris University of Oregon Eugene, Oregon	
	Billy Gober University of Georgia Athens, Georgia	Barbara Calmer Oberlin College Oberlin, Ohio
	Colleen Nelken Northwestern State University of Louisiana Natchitoches, La.	
(2) Dual Major Elementary Education and Elementary Physical Education	Elizabeth Ludwig University of Wisconsin Milwaukee, Wisconsin	Eleanor Bobbitt Longwood College Farmville, Va.
	W. A. Stittsworth Bemidji State College Bemidji, Minnesota	
	Patrick Whitehill Eastern Washington State College Cheney, Washington	Donna Thompson Iowa State University Ames, Iowa
	Dorthalee Horne University of Washington Seattle, Washington	
(3) Major in Elementary Physical Education	Mary V. Alexander Florida State University Tallahassee, Florida	Ruth Reid Furman University Greenville, S.C.
	Katheryn McKinney Kansas State College Manhattan, Kansas	Esther LaRowe Central Michigan University Mt.Pleasant, Mich.
(4) Physical Education Major with Area of Interest	Bette Jean Logsdon Bowling Green State University Bowling Green, Ohio	Helen E. Stevens Ohio State Univ. Columbus, Ohio
	Mildred Evans Southwest Missouri State College Springfield, Mo.	

	Larry Moehn Southern Illinois University Edwardsville, Ill.	Helen Wagner New Trier Township High School East Winnetka, Ill.
	Ken Bludow Moorehead State College Moorehead, Minnesota	
(5) Elementary Education Major with Area of Interest	Isobel Knill California State College California, Pa.	Linda Bain University of Illinois Chicago Circle, Ill.
	Don Megale Oregon State University Corvallis, Oregon	
	Victor Dauer Washington State University Pullman, Washington	Renato Majorino Columbia, Missouri
	William Herman Slippery Rock State College Slippery Rock, Pa.	
(6) Dance Major in Physical Education Department	Miriam Gray Illinois State Univ. Normal, Illinois	Marjorie Moravec Winona State College Winona, Minn.
	Betty Toman Iowa State Univ. Ames, Iowa	Les Peake Univ.of Victoria B.C., Canada
(7) Dance Major Outside Physical Education Dept.	Jerry Kvasnicka Ohio State Univ. Columbus, Ohio	Kathleen M. Kinderfather Harris Teachers College St. Louis, Mo.
		Phyllis C. Jacobson Brigham Young Univ. Provo, Utah
(8) Graduate Programs with Elementary Emphasis	William VanAtta University of Wisconsin LaCrosse, Wisconsin	Andrew H. Breine Ohio State Univ. Columbus, Ohio

	Naomi Allenbaugh Ohio State University Columbus, Ohio	Catherine Comeau Bridgewater State College Bridgewater, Mass.
	Judith Schwartz New York University New York, N.Y.	
(9) Comprehensive Two to Four Credit Course	Blanche Teitelbaum Lehman College Bronx, New York	Nancy Poe Florida Atlantic University Boca Raton, Fla.
	Betty Jaynes Madison College Harrisonburg, Va.	
	Shirley Ririe University of Utah Salt Lake City, Utah	H. O. Maxey Madison Public Schools Cedar Rapids, Iowa
(10) Integrated Arts: Single Course	Betty Sommers Montclair State College Upper Montclair, N.J.	Helen Maloney Prince George's County Maryland
		Nan Ward Murray State Univ. Murray, Kentucky
(11) In-service Program Design	Laura Lee Luebke University of Wisconsin Milwaukee, Wisconsin	H. Charles Hansen University of Ottawa Ontario, Canada
	Mary Rae Josephson Minneapolis Public Schools Minneapolis, Minn.	Dorothy Quisenberry Illinois State Univ. Normal, Illinois
(12) Para-Professional	Jeanne Snodgrass George Washington Univ. Washington, D.C.	Marilyn Fagerstrom University of Nebraska, Lincoln, Nebraska
	Robert Taylor State Dept. of Education Jefferson City, Mo.	
	George Jones Pinellas County Schools St.Petersburg, Fla.	Lillian Vitaglione Lehman College Bronx, New York
	Theresa Rizzithello York College of the C.U.N.Y. Jamaica, N.Y.	

Problems, Practices and Issues — Interest Groups Summary

Group I: ADMISSION AND RECRUITMENT

Resource Leaders: Nettie Smith, Newark State College, Union, N.J.
Margaret Crickenberger, University of South Florida, Tampa, Florida.

There is no indication of recruitment specifically for Elementary teaching and programs, but exposure to elementary teaching seems to cause some individuals to select that level.

The present situation of supply exceeding demand is resulting in increased focus on effective screening and admission techniques which focus on emphasis on quality rather than quantity.

The University of South Florida has developed an admission procedure which includes on-campus orientation, small group interaction with students and faculty, visits to schools to observe internship programs, structured small group discussion and a structured interview and rating by faculty members.

Retention in most cases depends upon academic performance, but other criteria for determining whether candidates possess qualities desirable in an elementary physical education specialist should be developed. Retention should be based on objective evaluation related to these qualities.

An honorable exit from the major without stigma of failure should be possible for those who do not seem capable of meeting established standards.

Group 2: FIELD EXPERIENCES

Resource Leaders: Marie Riley, University of North Carolina, Greensboro, N.C.
Hubert Hoffman, University of South Florida, Tampa, Florida.

Early and continuous field experiences are becoming recognized as an alternative to the usual approach (i.e. student teaching as a terminal undergraduate experience) in professional education.

The University of South Florida offers early field experiences which progress from observation to assisting a teacher, and finally to total teaching responsibility. These experiences, coupled with seminars, unify theory and practice, making on-campus study relevant. Cooperation and support of public school personnel is necessary to the success of the program.

The University of North Carolina at Greensboro provides opportunities for all sophomore students to visit the University operated Learning Centers in two public schools. There they participate in a progression of carefully designed and guided experiences which include observation of classes taught by college personnel, assisting classroom teachers, then working with children on a one to one basis, to small groups and finally one to fifteen. Seniors are frequently assigned to student teaching in pairs to plan and teach as a team.

Group 3: CERTIFICATION

Resource Leaders: Laura Mae Brown, Board of Education, School District of Webster Grove, St. Louis, Mo.
Sheila Caskey, Southeast Missouri State College, Cape Girardeau, Mo.
Evelyn Schurr, State University of New York, Brockport, N.Y.

Although the standards and requirements for certification vary greatly from state to state there appears to be some trend toward more uniform competency or performance based standards for certification.

Laura Mae Brown's group went on record supporting certification for teachers of early childhood through 6th grade, and further recommended that competencies for this certificate should be established for teachers of physical education at this level.

Some institutions identified as doing work on competency-based objectives for teachers of elementary school physical education are: University of Massachusetts, Amherst; University of Florida, Gainesville.

Additional information available from:

AACTE PBTE Series No. 1
"Performance-Based Teacher Education, What is the State of the Art?"
AACTE One Dupont Circle
Washington, D.C. 20036

"The Dance Division of AAHPER has developed a series of guidelines for approval of certification of a Dance teacher. They further have recommended that a person employed primarily as a Dance Specialist should be a Certified Dance Teacher, having completed professional preparation as a Major in Dance." (L. M. Brown, Certification handout.)

Group 4: LEARNING CENTERS

Resource Leaders: Judith Rink, University of North Carolina, Greensboro;
Bette Logsdon, Bowling Green State University, Bowling Green, Ohio;
George Oberle, Chicago State University, Ill. (no report.)

Learning centers based in public schools under the direction of university personnel are becoming increasingly prominent.

A successful learning center requires the cooperation of the university administration with the resident department and the public schools intimately involved in planning the program.

The resident faculty member must be a teacher who can function on the floor and field with the children, if he or she is to have the respect of the public school teachers.

Student observations of master teaching must be structures to suit the "readiness level" of the observers. This is true of normal as well as contrived, or specially designed situations.

If the teaching is well done, the public schools are pleased to have physical education programs as a part of their curriculum.

Examples of Learning Centers:

Bowling Green University -- Crim Elementary School, Bowling Green Public Schools, Bowling Green, Ohio.
Dr. Bette J. Logsdon, Program Director. (Report available.)

University of North Carolina at Greensboro -- J. I. Faust Elementary and D. D. Jones Elementary Public Schools, Greensboro, N.C. (Limited number of 1971-72 reports available; send stamped manila envelope ($.24) to: Judith Rink, School of Health, Physical Education and Recreation, UNC-G, Greensboro, North Carolina 27412.)

Group 5: EARLY CHILDHOOD

Resource Leaders: Helen Hartwig, McKnight School, University City, Missouri
Richard Preston, U.S. Office of Education, Washington, D.C.
Luther Schwick, University of West Florida, Pensacola, Florida
Tommye Yates, Lookout Region Shared Services, Lafayette, Georgia
Robert Sweeney, East Stroudsburg College, East Stroudsburg, Pennsylvania.

H. Hartwig -- By age 5, the midpoint of growth has occurred; by age 6, two-thirds of the child's achievement can be influenced.

Environment can be structured to speed up or limit development of abilities.

Body image provides the basis on which future perceptual motor skills will be developed. Concrete experiences can be used to enhance abstract learning.

Laterality and handedness are not the same. Laterality is the internal awareness of body sides; handedness is the motor expression of right and left.

Teachers need to be educated to plan learning experiences for children. They need courses in child growth and development, and in "physics of the body." They should keep anecdotal records of children, use rating scales and check lists.

A wide variety of activities are needed for children; equipment should promote crawling, climbing, rolling, sliding, and other fundamental movements. Space to move is the big essential.

For Title I information, write Bob Weatherford, Early Childhood, 400 Marilyn Avenue, S.W., Washington, D.C. 20202.

T. Yates -- We should be careful not to prejudice upper limits of child's motor ability.

Equipment that helps children have airborne experiences (climbing apparatus, ropes, tire swings) was discussed by Miss Yates. Such things as telephone poles, cable spools and cargo nets are suggested. Cargo nets (free) U.S. Office of Education.

The use of video tapes was suggested (1) to assist in observation of children; (2) to monitor the teacher to identify problems in teacher behavior.

Group 6: CONCEPTUAL APPROACH TO CURRICULUM

Resource Leaders: Ione Shadduck, Drake University, Des Moines, Iowa
Marie Mullen, University of Wisconsin, Madison, Wisconsin.

I. Shadduck -- "The only means of understanding is conceptual. The process is an acquired skill -- it has to be learned. It is the most crucial part of learning and all of the learner's achievements are dependent upon it."

"A Unified Conceptual Structure, built upon Key Concepts, can form the unifying threads which bind together the vertical components and form the scope for all horizontal components in that structure. Key concepts:

1. There are interrelationships between the structure and function of the moving organism;
2. Movement changes with age, practice and conditioning;
3. Movement is a genetic and environmental product;
4. Movement theories and forms reflect the cultural heritage and social structures of people."

"Logical Sequencing. Key Concepts are identical at every level of development but the arrangement of learning experiences vary in type, level of sophistication, materials used and depth of study."

M. Mullen -- Definition of a concept: a way of looking at movement through establishing and integrating relationships with other learning.

For Key Concepts see packet handout, "Key Concepts," Ann Jewett and NAPECW-NACPE Quest XV.

Group 7: MOVEMENT EDUCATION IN PROFESSIONAL PREPARATION

Resource Leaders: John Fowler, University of Colorado, Boulder, Colorado
Nora Chatwin, Department of Education, Toronto, Ontario, Canada.

J. Fowler -- In teacher preparation we must work at the student's own level, not pretending that they are children. Inservice for existing teachers must be on a long-term basis, with adequate follow-up.

Undergraduate elementary majors appear more receptive than physical education majors, who are often too sports oriented. Mixing the two together often helps.

In our own teaching we must use the methods we advocate.

Changing teaching behavior is of utmost importance in preparing teachers of movement education. This change has to take place gradually by participation in a number of varied experiences.

N. Chatwin -- Teacher training occurs after the academic training in the Province of Ontario.

Using Laban's analysis of movements as a basis, courses are offered dealing with movement principles as applied to gymnastics, games and dance. All elements are present in any activity.

Since it is impossible to concentrate on all of these elements at the same time, the usual practice is to select a theme dealing with the main element and perhaps two supporting ones, (i.e., body awareness plus direction and level). Theme selection is based on assessment of the student's needs.

Group 8: MIDDLE SCHOOL

Resource Leaders: Elba Stafford, University of Wisconsin, Madison, Wisconsin
Don Anderson, Moorehead, Minnesota
Shirley Price, Minneapolis Public Schools, New Brighton, Minnesota.

E. Stafford -- A middle school is basically a bridge school -- a school for children passing from childhood to adolescence. Kealy reports a 1969-70 survey which shows that although there is variety in the grades included in the organizational pattern, over 50% of the reporting schools included grades five through eight or six through eight.

There has been a quadrupling of middle schools in the U.S. between the years 1965 and 1970. (2,295 in 1969-70).

The new concept should present physical education teachers with the opportunity to look at new approaches to teaching.

While the emphasis should still be on teaching basic motor skills and developing healthy bodies, the approach can be changed to include such things as individualized instruction, performance contracting, mini-courses, open laboratory sessions, drop-in centers, special interest activity clubs, and certain co-educational classes.

To prepare people to teach in the middle school there is a need for more training of upper elementary teachers in early adolescent growth and development and child psychology, and work in establishing basic cores of learning.

Problems of the middle school include those met when children move from a flexible middle school to a more structured senior high, unless many alternatives to education are available; continuity is absent in curricular areas between elementary-middle-senior high schools, unless there is careful curriculum planning.

Note: See The National Elementary Principal, November 1971. The entire issue is devoted to the middle school.

Group 9: NON-GRADED OPEN SCHOOL INDIVIDUALIZED INSTRUCTION

Resource Leaders: Margaret Elliot, State University of New York, Brockport, N.Y.
Sandra Norton, University of North Dakota, Grand Forks, N.D.
Shirley Howard Cooper, University of Michigan, Ann Arbor, Michigan.

M. Elliot -- The individualized program in physical education is based upon several assumptions:

1. Children enter school with varying backgrounds, experiences, expectancies, needs.
2. Children will elect to learn those things which have meaning for them, and for which they have readiness.
3. Children are capable of managing their own learning environments and rates of learning.
4. Children are capable of conceptual understanding in the primary grades.
5. Learning is incremental but children acquire learning in different amounts and along different pathways.
6. Alternative styles of teaching methods are essential in designing alternative styles of learning methods.

S. Cooper -- Characteristics of the open school:

Kellett Commission, 1971	Nyquist, 1971
open admission	openness and trust thoroughly
open communication	open spaces
open ideas/curricula	openness of time
open access	open to significant choice by adults and students
open participation, acreditation and cooperation	openness of self, sensitive to and supportive of others' environment in which possibility for exploration and learning of self and the world are unobstructed.
open staff sharing	

Report of the Governors Commission on Education (Kellett Commission), January 1971.

Nyquist, Eswald. "Open Education -- Its Philosophy, Historical Perspectives and Implications." The Science Teacher, September 1971.

Open Plan -- An Annotated Bibliography. October 1970. Ontario Institute for Studies in Education, 252 Bloom St., West Toronto, Canada, $1.00.

Group 10: SPECIAL EDUCATION

Resource Leaders: Helen Rensch, Special School District, St. Louis County, Missouri
Jean Pyfer, University of Kansas, Lawrence, Kansas.

Miss Helen Rensch -- Innovative program of the seven school Special School District of St. Louis County, Missouri. Schools

provide education, usually vocational and technical training, to children who are mentally retarded, orthopedically handicapped, autistic, emotionally disturbed, or have learning disabilities.

1. Within the program students from 6 years to 21 years of age progress in four levels, according to their capabilities.
Level 1 -- Basic motor development: small hand apparatus, rhythms, etc.
Level 2 -- Fitness, rhythms, low organized games and self-directed play.
Level 3 -- Adapted activities, lifetime activities (dance, team sports), self-directed activities.
Level 4 -- Dance, self-directed activities, sports, etc.

No one method could be singled out as being most successful with this type of child, but it appears emphasis should be placed on establishing learning skills; establishing rapport with each youngster; teaching students to follow instructions; demonstration of skills and the use of sensory cues of all types rather than verbal instruction or cues alone; exploration of very simple problems, and establishing definite routine.

J. Pyfer -- Retarded children potentially constitute 16% of the entire elementary school population; estimates of learning disabled range from 5 to 20% of all elementary school-aged children.
More handicapped children are being placed in the public schools than in special schools and special classes as in the past. This has definite implications for the education of all undergraduate majors. They must be prepared so they can understand and work with these children.
Physical education majors with an endorsement or minor in special education seem to provide the best combination of training to work in the area of movement with handicapped youngsters.

Group 11: PERCEPTUAL-MOTOR PROGRAMS

Resource Leaders: Robert Marciante, St. Pius X School, Lombard, Illinois
Sally Lou Graham, Oklahoma State University, Stillwater, Oklahoma

Robert Marciante -- Defines perceptual-motor development as a method of attaching individual meaning to movement, used in terms of remedial and preventive measures.
The rationale for Mr. Marciante's perceptual motor program at St. Pius X Elementary School is based on five motor generalizations:

a. Balance and posture
b. Locomotion
c. Nonlocomotion
d. Contact (manipulative skills)
e. Receipt and propulsion (objects toward and away from the child).

It is important to assess each child's unique situation. Think in terms of the five motor generalizations and then structure action in relation to specific learning problems.

There is a progression in terms of aiding perceptual motor development. Think of it in terms of growth and development implied in the five motor generalizations. This permits one to structure learning experiences in developmental sequence.

Examples of schools with perceptual motor programs:

Pope Pius X Elementary School, Lombard, Illinois -- Robert Marciante, Director.

University of Oklahoma, Stillwater, Oklahoma -- Sally Lou Graham.

Group 12: DANCE AS AN INTEGRAL PART OF PROFESSIONAL PREPARATION OF THE ELEMENTARY PHYSICAL EDUCATOR

Resource Leaders: Earlynn Miller, Madison College, Harrisonburg, Virginia
Bruce King, New York University, New York, N.Y.
Anne Barlin, Clarement Graduate School, Claremont, California.

B. King -- The elementary school physical educator should:

1. Be prepared to give children experience in the areas of creative dance, folk dance and social dance.
2. Have experience and ability in basic dance technique, creative dance, folk dance and social dance.
3. Have the skills and resources to provide musical accompaniment for these activities (percussion, recorded music, enough knowledge of music to work effectively with a pianist, etc.)
4. Be prepared to help classroom teachers develop the skill, techniques and resources to begin working in dance.
5. Be aware of the value of the art experience.
6. Be aware of the possibilities of the techniques of creative teaching that will enrich teaching of every subject and activity.
7. Have enough knowledge of dance to create a positive interaction with the best dance (artists and teachers) that is in or comes into his community, and the dance program in the elementary schools.

A. Barlin -- Two barriers that impede average classroom teachers are: 1) their inability to accept the children's need to express strong feeling, including hostility or anger; 2) their lack of comfort with their own bodies.

Basically, this is a cultural problem. The only way I have found to solve it is through active participation on the part of the teachers. Because they believe that they are doing these movements "for their children," they experience with their own bodies the joys, the fulfillment, the awareness and the acceptance of themselves that comes with a total dance experience.

Group 13: SUPERVISION OF STUDENT TEACHING

Resource Leaders: Heidi Mitchell, Kent State University, Kent, Ohio
Mary Lampe, University of Minnesota, Minneapolis, Minnesota
Barbara Kerch, Community Unit School District No. 9, Granite City, Illinois.

H. Mitchell -- The trend today in many physical education programs is to provide some type of practice teaching or internship experience prior to student teaching. An innovative approach to supervision is currently being employed at Kent State University, which provides the student with immediate feedback during the lesson. The system employs walkie-talkies and includes a feed back mechanism which the student wears in his ear.

The basic unit which includes one earphone, two dual channel walkie-talkies (Realistic TRC-25A), and a vest, costs approximately $50.00.

The primary use of the system is to provide instant assistance to a beginning practice teacher without disrupting the class. A second use, for which several other units were added, created "cluster listening" stations enabling other students to hear what the teacher is saying to the student. The third use is for class discussion during a practice lesson, to extend the use of the system to become an intercommunication system between the course instructor and the observing students.

B. Kerch -- Improvement in the preparation of qualified teachers will depend on the quality of realistic laboratory experiences that can be provided. Much will depend on the kinds of working relationships that are established between our colleges and universities and our public school communities where such laboratories are available.

There is a strong feeling that the teachers in public schools who are involved with student teachers must be given an identifiable role in the determination of the total professional preparation curriculum.

Group 14: PHYSICAL EDUCATION PUBLIC INFORMATION (PEPI)

Resource Leader: Fay Biles, Kent State University, Kent, Ohio.

The PEPI presentation focused on five main points:

1. A physically educated person is one who has knowledge and skill concerning his body and how it works.
2. Physical education is health insurance.
3. Physical education can contribute to academic achievement.
4. A sound physical education program contributes to development of a positive self-concept.
5. A sound physical education program helps an individual attain social skills.

A Look Into the Future

ROBERT S. FLEMING
Virginia Commonwealth University,
Richmond, Virginia

Part I: A Look Into the Future

When one considers the varied projections for the 80s, he's likely to develop both concern and anticipation. There are many humorous and cliché projections about the future. There are also a variety of sobering facts which are worthy of our attention. Some have to do with population, others technology, and others transportation. The forecast:

- The total population of the United States is estimated to be 241 million by 1980. This represents an increase after 1965 of 24.4%.
- By 1980, 70% of our people will live in metropolitan areas while fewer than 10 million will live on farms.
- By 1980 the proportion of our population 65 years of age and older shall have increased by 27%.
- By 1980 the explosive expansion will come with the age group of 18-34 and will increase 57%.
- By 1980 school enrollment is projected at 64 million -- an increase of 18% since 1965. College enrollment will be up 60% by 1980.

- By 1980 the population will be younger.
- By 1980 foreign born will be only 4% of the population.
- By 1980 non-white (Negro) population will be distributed fairly equally throughout the West, the North, and the South, with a large increase of non-white population in cities. The relocation and acculturation of Negroes will continue to be a major problem.

Technology will play an increasingly significant role. Illustrations include:

- Automatic elevators have displaced 40,000 elevator operators in New York City alone.
- New equipment in the Census Bureau enabled 50 statisticians in 1960 to do the work which in 1950 required 4,000 people.
- Check writers in the Treasury Department have been reduced from 400 to 4.
- 30,000 packing house workers have been "automated out" of their jobs.

Vast new developments in transportation are projected. A few years ago but a handful of people had traveled around the world. By the end of the 80s, almost everyone shall have been around the world.

Some of the foregoing suggests that three-fourths of our total population will reside in an urban setting. These areas are destined to be crowded and space will be a problem. Two-thirds of our adults will be young and of child-rearing age. The implications for physical education are extensive. With a shortened work week, facilities will be needed for recreation, outdoor education and family-centered education.

It also suggests that technology of a much higher order will be here with radically new operating methods and with many new modes stimulating efficiency. New sources of money will be provided for the handicapped and for early childhood education.

These changes are not to be feared -- they are challenges to us.

Part II: Education for Human Fulfillment

We are told that by the year 2000, teaching as it is now known will be dead and the job of an educator will become that of a facilitator. By a facilitator is meant one who creates a lively environment that will elicit the most learning and change from his students. Many believe that there will be no compulsory education, and that educators will be making their curricula so relevant to the needs of students that this alone will be the source of and the attraction for students. In other words, those who do not teach this way will not get any students. It is encouraging to me to find signs clearly enunciated in the pedagogical literature which increasingly support this age-old

dream. The dream is that education should be so dynamic and meaningful that it should make a difference to the consumer. The handwriting seems to be on the wall that says the brand of education needed for the period ahead is a brand of education which contributes to human fulfillment.

For some of us it has been shocking to concern ourselves with certain realities of the decade which has just finished. It has been shocking to me to find students revolting. It has been shocking to me to find vast sums of money spent in haphazard ways. It has been shocking to find industry moving into education in vigorous ways, and to find many educational leaders emphasizing change for the "sake of change." I realize the danger of over-simplification of complex factors. At the same time I find it difficult to abandon a whole series of values persisting from progressive education.

Many have been preoccupied with concerns about the educational "establishment." Certainly the old order must change. Certainly we need greater sophistication in describing the directions of change. Certainly we need to use the products of technology, but I insist that we use these products, rather than for the products to use us. Some have described education as emerging from a kind of protective cocoon to a live political, social and economic market place. It is true that political, social and economic factors must be recognized, but it seems also true that the dynamics of education must be maintained and nurtured. What does this mean for the period ahead?

Part III: <u>The New Physical Education</u>

This Conference has been unique in that it has projected your areas into the future. You have emphasized a component of the total curriculum in the education of children which has exciting qualities:

- It recognizes the dignity of each person as a basis for operation.
- Its "content" is unique, specific, clear and vital. It has its own structure, beauty and unity. Its base is movement and its components relate to all domains of development. It is concerned with both skills development and aesthetic development. They are interrelated. It maximizes sensitivity.
- It is a unique and vital aspect of the total curriculum and must flow "into" and "out of" all areas of knowledge.
- It is increasingly concerned with quality performance for all.

But how do we accomplish this? Where do we start? What do we do on Monday?

Part IV: <u>Removing Barriers to Quality</u>

New Leadership is needed. New vitality is demanded. Leadership for the days ahead must be concerned with both status and projections. Where are we and where do we want to go?

This Conference has been rich in "input." Vitality jumps out in each session. But also I have heard problems, and many of you have identified barriers which, if not attacked, will inhibit progress.

1. The State Education Agency, often referred to as "they," appears to be a barrier.

"They give us names of courses."
"They have regulations. . . ."
"They are not interested."

We must relate to State Directors and their associates. I suggest the following:

a. Each State unit be given a report of Proceedings, and urged to call a conference of State officers to consider carefully your recommendations.
b. State meetings of 1972-73 concern themselves with the "new thrust" in movement education.
c. Request your State Director to organize and attend a clinic in your state on a quality program of elementary physical education.
d. Request your State Director to inventory and report outstanding programs in elementary physical education and dance.
e. Encourage each state meeting to include a children's dance program.
f. Arrange a meeting of elementary physical education specialists with elementary principals to clarify directions and understandings about new vigor in dance and physical education.

2. Certification appears to be a major road block to altering professional preparation programs. This is a complicated problem -- but it should be easier to solve than a rendezvous on the moon! I suggest the following:

a. Review the status of your state certification policies. Identify clearly your concerns about certification. Discuss these concerns with your Department Chairman and solicit his help in relating them to your Dean.
b. Inform, and involve as appropriate, your State Director.
c. Seek a meeting of other institutions in your State to find common ties in the State Certification problem.
d. Communicate with superintendents of schools.

e. Arrange for a meeting with State Certification Directors which reflect unity and consolidation of State problems.
f. Have AAHPER identify new developments in certification in various States and communicate them to State Certification Directors, as well as to your own members.
g. Get the certification problems on the program of the State Directors' Gull Lake Conference, and the State Directors' Conference in Minneapolis.

3. Accreditation practices for all levels is a continuing road block. Accreditation of public and private schools, as well as institutions of higher education, is a persistent concern. This occurs at the state, regional and national levels. What are the requirements for an accredited elementary school in your State? Must it have space for movement? Must it have an elementary physical education specialist? Must it have emphasis on dance as well as physical education? Must it provide an opportunity for planning between the classroom teacher and the elementary physical education teacher?

What is an accredited teacher education program in your State or region and at the national level? I suggest:

a. Public School Accreditation
   1. Review the status of existing procedures.
   2. Clarify in your State ways of providing more adequately for elementary physical education.
   3. Communicate with your state council on evaluation and accreditation.
   4. Encourage and invite teacher education people to participate in several school evaluations.

b. At the College Level
   1. Encourage active participation of public school personnel in college accreditation procedures.
   2. Solicit data from public schools about recent graduates from your college.
   3. Have AAHPER sponsor State and regional conferences on accreditation as it relates to elementary physical education and dance.
   4. Have AAHPER sponsor with other areas: "a new look at accreditation."

4. Evaluation procedures often block program improvement. We have a new emphasis on evaluation these days. Increasingly it relates to budgeting, planning, space, personnel. Until recently, we did not seem sensitive to the need for the refinement and development of new and creative approaches to evaluation. The Fitness Test was often "the" test. I suggest the following:

a. Each of us review "How can I evaluate this program?" What else? Other sources of data?
b. Develop a variety of new evaluating procedures.
c. Hold a local clinic on ways of evaluating programs.
d. Find ways of involving children, parents and other teachers.
e. Examine the record system in your school. Does it communicate anything about a child's movement quotient? Aesthetic quotient?
f. Encourage college people to assist in developing instruments which:
   (1) Sharpen observational techniques
   (2) Sharpen interview procedures
   (3) Focus on comprehensive evaluation.
g. Develop ways of encouraging case conferences -- a new focus on Fat Freddy or Nora Jean McClellen.

5. Research helps remove barriers. The absence of research thwarts development. A profession cannot survive without a strong research component to give validity and power to its field. Now I am interested in all research. I encourage a strong research focus in your field. I am not so much interested in some of the correlations between blood pressure and badminton as I am in:

- Children's perceptions
- Changes in personality with aesthetic opportunities
- Longitudinal studies of the impact of movement on Fat Freddy
- Changes in self-concept with changes in program
- Case studies
- Relationships of movement to other cognitive forces in human development.

I suggest the following:
a. Find out what research says about the growth of children.
b. Develop new AAHPER publications on what research says about:
   Movement
   Skill Development
   Aesthetics
   Early Childhood
   Outdoor Education
c. Design your program and put it into an active research setting. Develop a case report on it throughout the year.
d. Bring in a research report to your next faculty meeting.
e. Build a research shelf in your school.
f. Have a research conference in which you raise questions. Use such questions to solicit work with your University.
g. Identify ways of engaging in cooperative research.

Leadership in the 80s -- leadership for days ahead -- concerns helping people in large and crowded cities, about using technology, about working on many fronts including:

- Early childhood education
- Many facets of special education
- World understanding
- Community focus for year-round schools
- New conceptions of the arts
- New concerns for health.

It is a world in which the disciplines are certainly not separate.

I see a more alarming need today for a new emphasis on mental health than I did 25 years ago when we first started working on it. What has happened to the mental health concept? If man is to survive in the 80s, mental health must be improved. Increasingly he must learn to relate to other people, and he must learn more about the brotherhood of man and the dynamics of love. What better opportunity do we have to do this than through helping children engage in meaningful movement, play, expressive activities? What better source of achievement do we have than helping children experience success in communicating ideas through body movement? Mental health has long concerned itself with this. We are taught to believe that many of the so-called disadvantaged groups have low self-concepts. Many of the most advantaged children likely have low estimations of self. Leadership in the 80s might well capture the vitality of activity as a meaningful beginning toward an extremely significant end.

It is amusing that the leadership of the 70s has become saturated with career education for young children. Career education seems contingent upon self-respect, sound mental health, and the development of competency in communication skills. Those of you who work in the area we now call physical education have an unlimited powerhouse, since there are resources at your disposal which could "turn people on" in non-threatening, positive and value-sensitive ways.

Leadership cannot be developed out of a book. It does not emerge from a course entitled "Leadership Development." In all probability it emerges out of carefully designed experiences to help the leader feel down deep inside the power of movement, the power of positive relationships, the power of fulfillment. Programs must get to the administrator and help him to contribute to the vitality of your field.

Critics of curriculum are increasingly telling us that we have slighted the curriculum field. Where is scope and sequence? Where is the learning center? Where are aesthetic qualities? What do children know? What is unique about your content? Leaders in physical education must come to grips with such questions. They must recognize the beautiful relationship in their field between the cognitive, affective and motor domains. Five years ago in Milwaukee I raised the question with physical education specialists: "What is unique in physical education?" To this day no one has answered this question in a meaningful way. Time is running out. You must answer the question.

Teacher Education: One Minute to Midnight[1]

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For three days I have sat in on and listened to as many of your meetings as time and schedule would permit. There has been talk about curriculum, public relations, learning environments, aesthetics, the nature of children, open schools, early childhood education, and administrative formats for physical education programs. In short, there has been a great deal for me to hear about the subject matter, the clients, the teaching methods, and the social-political status of elementary school physical education.

Looking back over the experience, an interesting fact emerges. All that I heard has told me a great deal about what elementary school physical education teachers should teach -- for which I am grateful. In contrast, however, there was surprisingly little to hear about how we should go about teaching elementary school physical education teachers -- a fact which leaves me both puzzled and distressed.

Several of the small (and poorly attended) "Interest Sessions" were of excellent quality and dealt directly with the teaching of teachers. Of the "General Sessions," however, only Dr. Porter's fine presentation[2] at the Fifth General Session dealt with the generic subject of teacher education. As I am

sure Dr. Porter would agree, her address only was a sketch of the territory -- providing a series of fundamental questions that easily could have served as the focus for the conference.

What teachers teach could be the focus for a curriculum conference or the focus for a teacher behavior conference or even a conference dealing with how children learn to move. In contrast, how to teach teachers is the only topic that can be the focus for a professional preparation conference. Clearly that topic has not been at the center of this meeting. Why do you think it worked out that way?

There seem to be three possible ways of accounting for your behavior at this meeting: (1) you think you already know how to teach teachers and really don't need to talk about it; (2) you think it is not your job to wrestle with the problems of teaching teachers because someone else is in charge of making those decisions; or (3) you feel that how teachers are taught does not matter so long as you have the curriculum and credits correctly arranged.

We can dismiss the middle possibility out of hand, because there certainly is not anyone else who cares about teaching elementary physical education specialists. Which leaves: "Do you really know how?" and "Do the methods by which we teach teachers really make any difference?" My answer to those questions is: "No, you don't," and "Yes, they do."

What we have been doing for decades is giving courses, arranging credits, organizing majors and minors in various patterns, tinkering with requirements and electives, providing a bit of observation, and topping it all off with some practice teaching. The end product of that process was intended to be a young teacher -- ready to take his place in the profession and in the schools. Those are the methods by which we have taught teachers. By extension, those are the methods of teacher education which have produced what we now have in the public schools, and three days of listening have convinced me that many of you are far from satisfied with what you see out there.

Is it possible that some of you have made an error of logic? Some people believe that by improving the content of what you teach teachers you will improve the performance of those teachers in the schools. Half a century of experience in teacher education suggests that those people are wrong. They have reached the wrong conclusion because they have failed to understand that the medium is the message and the medium of teacher education is all of the experiences trainees have within the training program.

The complete training program is a social as well as an intellectual environment. The program is a place for learning what to value, a time for learning what a teacher is, and what really matters within the walls of a school -- all of which have little to do with either how or what to teach. It is the subtle message about values and roles, engendered by the experiences and environment of professional preparation programs, that are

responsible for present conditions in school physical education, not what teachers have been taught about what to teach.

Let me argue the point very simply. I don't think many will disagree with the proposition that for two or three generations, at least, we have been teaching a brand of physical education to trainees that is substantially superior to what they practice when they get out in the schools. Yet, a large part of this conference has involved discussing an even more superior brand of physical education which trainees still will not practice in the schools.

Your situation is like that in an old joke. The county agricultural extension agent found a great new fertilizer and brought some out to the farmer to explain its virtues. When the agent came back a week later, the bag still was sitting there in the barn, so he asked the farmer: "How come you haven't tried the new fertilizer? If you would use it, why I think you could farm this place twice as well." To which the farmer replied: "No point in bothering. I'm not farming near half as well now as I already know how." The degree to which you have focused your attention on curriculum content and teaching methods is the degree to which you risk the trap that ensnared the extension agent -- bringing fertilizer to people who do not go out and do their job one half as well as they already know how.

One half of the problem with teacher performance lies in the structure of the public schools and in how that powerful organization shapes teachers' behaviors -- often in ways that are alien to the value commitments of the training institution. The other half of the problem lies in what the trainees learn about being a teacher that isn't in your professional curriculum at all. These learnings arise from the unintended messages that are transmitted in how you teach professional courses and in the thousands of encounters the trainees have with you, with each other, and with practitioners from the world of work. The shaping forces of the school society and the shaping forces of the college society are major elements in making teachers what they are. In those complex sub-societies rest the real forces of professional preparation, and the elements to which you must give your consideration in any attempt to create better teachers.

At this conference there has been too little talk and serious discussion of the dynamics of teacher education -- something that is beyond credits and requirements. You have not thought enough, studied enough, or reasoned together enough about the substance of how to teach teachers to satisfy me. I wonder how well in the long run it is going to satisfy you.

From my vantage point there <u>has</u> been a central theme for the conference. Most of you want to provide experiences called physical education for more children, in more elementary schools, conducted by proportionately more teachers who specifically are prepared to work with that subject matter and that age group,

and to do it all much differently than presently is the case. To that central theme I will add the obvious logic. To accomplish such ends you are going to have to change what is being done in the schools and what presently is being done in teacher training institutions.

All of this seems clear and logical, perhaps even simple, because it is what everyone knows and has agreed to. For that reason it makes more sense for me to talk with you about some things that do not already have your agreement, or which you may not have had an opportunity to think about.

First, let us examine the context -- the world of education where you must go to hammer your dream into reality. Events in education, as everywhere, are the result of confluence -- the coming together at a point in time of people, ideas, and institutions. The elements come together at the intersection and bump. Some fly off on a new path. Others stop, their momentum dissipated by the collision. A college president meets a student rebellion -- bump; your car meets the corner of the garage -- bump; a boy meets a girl -- bump; a teacher meets a child -- bump; all of these are the confluence of events at a point in time. To all this there is a quantum of accident that gives flavor to our intentionality, the quality of surprise that adds zest to life.

You as individuals and the idea of specialists in elementary physical education have arrived here, at this point in time, as a vector bound toward the future. You were set in motion by things that happened before -- the bumps of the past. Some past events are obvious: the perceptual motor training movement, educational dance, movement education, patterns of prestige in the public schools (in which promotions always are up -- never down), the preoccupation of teachers' colleges with secondary school programs, early childhood education, patterns of federal funding, and personalities within the profession.

All that, however, is history, for now you are here and this "now" is a special and unique moment. To disagree for a moment with Gladys Fleming's earlier remarks, you now are thinking and talking about the preparation of the elementary specialist in a way that genuinely is new in the history of your profession. The discussion is new because, while many of the procedural elements may be substantially unchanged, your real objectives have become at least partly social and political. When 300 people can get together and talk as seriously and extensively as you have about the business of making elementary school physical education the central thrust of our profession, they must be talking organizational politics and they certainly are not reflecting traditional values.

You and your revolutionary idea have become a single vector moving into the educational arena. Inevitably, you are going to collide with other educational vectors. Here, of course, the vector analogy breaks down because you are not riding as passive

passengers on a mindless event -- you are steerable. You can dodge, maneuver, and form alliances. In other words, you can act with rationality. That capacity, however, always is limited by how well you understand the context. In the words of The Musicman, "You Gotta Know the Territory," because there are other ideas, both new and old, which appear to be bound toward you on a collision course.

The first significant element in the arena is the institution of teacher education as we know it -- the college or school of education. It may be that you have arrived at your moment of destiny, ready to change the direction of the profession by training large numbers of genuine elementary school specialists in an institution that is about to disintegrate.

It is hard to be sure about such things because our perspective always is so limited in time. When you reach a crisis in human affairs, it is not always easy to tell if it is a crisis that marks the beginning or the ending of something. It is possible, however, that university based teacher education, to use Edward R. Morrow's dramatic phrase, is at "one minute to midnight." Just as men die, institutions die, traditions peter out, great theories are disproved, and enterprises are wound up. There is a midnight stroke for all things and the college of education is just a social institution, not a somehow permanent feature of our world.

Teacher education as we know it, a university based, university controlled, degree bearing program of study and practice, shows signs of severe crisis. Teacher education, and colleges of education more specifically, have been in trouble before. There has been a kind of cyclicity to their crises. The carousel, however, now has brought us to a new kind of storm. You don't have to subscribe to Goodman, Kozol, or Hold to know that the schools are in trouble -- you just have to be a parent. Likewise, you don't have to subscribe to Conant, Kerner, or Silberman to know that teacher education institutions are in trouble -- you just have to be a professor (or a trainee). Everyone now is in on the act -- students, parents, politicians, teachers, unions, minority groups, administrators, and, as always, the teacher educators (surely the most self-critical group of professionals in our society).

Teachers' colleges have all the problems of the university -- most particularly they now serve too large a portion of the intellectual spectrum within each age cohort for traditional assumptions about higher education to function without great difficulty. In addition to that, however, the college of education has its own cluster of private problems.

The college's first problem is the century old failure to make allies in the wider university. Such isolation makes the college particularly vulnerable at a time when it appears, to use E. R. Collin's succinct phrase, imperative and impossible to work with colleagues in the arts and sciences.[2] Professional

education and the disciplines now appear to share the most fundamental kind of problem within an institution -- a failure of respect and mutual confidence. The significance of the problem rests on the fact that in nearly all teacher education programs the trainees spend the largest single portion of their time in courses outside the college. Significant improvement in teacher education thus rests in some measure on bridging the gap between academic and professional elements of the student's experience.

The college's second problem lies in the long history of exploitation of the public schools and school practitioners by the colleges of education. There never has been any adequate recompense for the burden of being a supervising teacher or the disruption of serving as a clinical school. Those token remunerations: the $50.00, the free university credits, the dinner in the college cafeteria at the end of the year, (at New Mexico we give football tickets to the supervising teachers -- in the end zone), all are forms of exploitation.

Only those racketeer teachers who take student teachers in order to steal time to drink coffee in the faculty lounge come off with any kind of bargain. The rest are cheated because they take trainees as a professional responsibility -- and all of us know what the proper payoff is for the execution of professional responsibility. The only reasonable quid pro quo is a meaningful role in making decisions and policy within the training program. Unfortunately, the colleges never have been willing to give that recompense.

The fund of antipathy that has accrued from the exploitation of schools and teachers is due to be paid. Teachers and administrators I meet everywhere are sick of being used by colleges (and too often being typified by the trainers as "badies" in the bargain). Teachers want a piece of the action and a substantial piece. With the growing power of unions and a reorganized NEA, teachers may at last have the muscle to get what they want.

Consider this quote from a recent TEPS position paper: "Teachers must have the major voice . . . they must be largely responsible for determining who shall be candidates for the profession and by what standards teachers shall be prepared (including accreditation of institutions)."[4] When TEPS says "teachers," they don't mean the professorial staffs in teacher training institutions! Colleges of education, by exploitation of the schools, have forfeited the confidence of teachers in institutionally dominated decisions about training. One consequence of that loss of confidence will be erosion of unilateral control over teacher preparation.

Another consequence of the college's declining credibility will be the development of alternative routes to certification. Some of these will be partly or wholly controlled by teachers, and some will be partly or wholly outside the university structure. There already are school-centered training programs for teachers in several states.

An illuminating example of alternative routes to certification is contained in New York's Fantini Report.[5] The condensation appearing in the June, 1972, Phi Delta Kappan should be read with care, however, because it is a guarded document. The report contains a plan to relocate certification, provisions for field experience and definitions for competency, in places called "Teaching-Learning Centers" -- which turn out to be public schools. The plan relegates to the colleges the "academic and scholastic dimensions of professional preparation." While it is difficult to translate those high-sounding words, they may indicate "all those courses in history, psychology, and philosophy in which we never put much stock anyway!" The Fantini Report suggests that it soon may be possible to make teacher education an all-graduate enterprise, recruiting trainees from undergraduate programs in the arts and sciences. In sum, the Fantini Report is a scenario for the demise of the college of education in its present form.

The Fantini Report did not arise solely out of the ravages of exploitation. There are more subtle and lethal forces at work. While some of the cover stories sound mildly positive, "new routes to certification will provide new kinds of opportunity in teaching," and "alternative forms of training will take the pressure off the colleges," there is strong suspicion that many people no longer believe in the teachers' college.

In straight language, many people feel that the college of education has had its chance -- and has blown it. The colleges too often have proved unable to make significant changes in their programs, proved too rigid, too locked in with history to respond to new opportunities and responsibilities. The colleges placed 190,000 new teachers in the public schools last year alone, and the majority of those teachers were not prepared to do things much differently than they have always done -- in a society that is undergoing dramatic change.

The colleges are trapped by the structures they have created, by their own Frankensteins: the courses, the faculty expectations, the legacy of state certification, and the implacable fiscal arrangements built around the credit system. The colleges of education also are trapped by their own momentum, or to be more accurate about many cases, by their own inertia. Many faculties cannot step outside the presumptions of day-to-day operation long enough to discover ways of revising their programs. The simple fatigue of over-commitment limits many faculties to tinkering rather than meaningful revision.

There appear to be only two solutions: (1) get out of the box and start a new college (which is what they did at North Dakota), or (2) get off the world for awhile by leaving the college for a period of hard thinking and planning, and then return for a fresh start (which is what they did at the University of Massachusetts). Those solutions, however, require more courage, more money, and more sheer dissatisfaction than most of us can muster.

It is not only the faculties that feel trapped. Increasingly, the people who fund the colleges feel trapped as well. In Washington, in state departments of education, and in state legislatures, you don't have to look far to find a man who considers the average college of education to be a rat hole down which it is unwise to throw any great sums of money.

Unfortunately, getting out of the box or stepping off the world costs a lot of money. The colleges that received massive infusions of funds to support dramatic revisions in their operation may now survive as curiosities, relics of an age past when training institutions might have used federal monies to break out of their traps. That age is gone, possibly forever. Given the over-supply or under-consumption of teachers (at the level of admission to training programs it's all the same) and the ineffectual response of college faculties and administrations to that condition, it would be surprising indeed to find the purse-string people in Washington anxious to pump more money into the colleges.

One direct reflection of governmental disenchantment is a new strategy called Teacher Renewal. You may not yet have heard of Teacher Renewal, but I predict that you will and for a long time to come. Renewal constitutes a major new strategy to which the Office of Education already is commited. The Renewal plan will invest money and program control for all kinds of educational enterprises, including some aspects of teacher training, in locally based centers operating under local control.

Obviously, Teacher Renewal is a response both to over-production and to the concept of community accountability (the latter being a word taken very seriously in Washington). At a deeper level, however, Teacher Renewal is a response to disenchantment with university based teacher training. Although the intent is vigorously denied in the Office of Education, Renewal will operate to bypass colleges of education in the allocation of funds for many aspects of teacher preparation.

So much for the college of education -- out of friends, out of money, out of credibility, and possibly out of nerve as well. Those of you who hope to initiate new training programs for elementary specialists have good reason to consider the capacity and viability of the institution in which you must work. The lean year we are just completing may prove to be a standard for the decade to come.

Whatever the destiny of the college of education, you will have to confront a host of other vectors, each working out its own place in education: behavioral objectives, differentiated staffing, competency based teacher education programs, open schools, teacher militancy, and unions. Each of them will have its own impact on any proposal to train elementary school specialists.

As an example, consider the concept of accountability. While it is anything but new, educators seem ready to understand and apply it in new ways. Anyone interested in the physical education

of children cannot afford to misunderstand the logic, advantages, and potential dangers of accountability. By this summer there will be courses dealing with accountability for physical education, if there are not some already. What do you think will be in those course outlines? What is easiest to measure and count in children's physical performance? Think about it. Worry about it! What will elementary school physical education programs be held accountable for and how will the gains be measured?

If the colleges of education do manage to limp along, if there really is a market for large numbers of physical educators in the elementary schools, if you can win the support of departmental faculties, then some of you will have the chance to pursue your fine vision. The difficulty for me is that there seems to be a serious mismatch between your curricular dreams and your training schemes. The former, your dream of a better physical education for children, is represented in the best of what has happened in elementary school programs over the last decade. Many of the developments have been exciting, daring, and carefully articulated to the needs of children. The latter, your plans for producing the teachers needed to implement the new curriculum, seem by contrast pedestrian, vague, and too often just plain simplistic.

The creation of a new breed of teacher demands something superior to the usual Rube Goldberg contraption which weds a washing machine motor to a Mercedes. By reshuffling content into new packages of credit allotments, by changing course titles, by altering administrative arrangements, by increasing the volume of field experiences, and by generally prolonging the period of incarceration for your trainees, you can manage to create something that looks new. There is a high probability, however, that you will be substituting one inadequate plan for another.

If you don't break out of the box in which so many physical education departments are trapped, you will not get the kind of teachers you want -- you will get the kind of teachers you always got. There will be good ones and bad ones, and too many who see themselves, children, the learning process, and the subject matter of movement in ways that are inimical to your goals.

Obviously, if we knew exactly how to teach teachers, we would not be here talking about it. In my own head, however, there are a few key elements that are worth your careful consideration. The first is the toughest, most costly, least romantic, and, for some, the most frightening. This element is first because over the long haul it matters more than anything else. It is the need for the empirical study of teacher training as a process. It is our need to acquire a body of hard knowledge and a set of theories that can tell us something about how a teacher becomes, and how teacher training ticks.

You should be cautious about chalking up the point about our need for inquiry to the fact that I am the usual research nut -- because I am not. I could not disagree more with Bob

Fleming's comments[6] of this afternoon. Generally, elementary school physical education teachers neither need nor can use research. Teachers need the end products of research -- proven ways of doing their work better. We need research development and dissemination, not more copies of the Research Quarterly. There is no reason to believe that translation attempts, such as "What Research Tells the Teacher," ever have or will influence teacher behavior in the gymnasium. The last thing the elementary school needs is a research shelf. The academics have been playing that put-down game with us for too long. Neither the teachears nor the researchers know what research results mean for the world of practice. Translating research reports into usable operations is the highly technical job of trained men called research development specialists, not school teachers.

Here, however, we are not talking about public schools or elementary teachers. We are talking about colleges of education with professorial staffs. Teacher educators have both the capacity and the obligation to use knowledge in regulating what they do. Unfortunately, the total body of knowledge concerning how we train physical education teachers (and I mean what we know, which is an expensive commodity when compared with what we believe, which always comes cheap) can be placed in a briefcase along with lunch and a thermos of coffee and leave lots of room. What we know about the more specific matter of training elementary specialists can be written on the back of your conference program and leave lots of room for doodling.[7]

It is important to understand that not having a knowledge base has no special significance, unless you have made particular presumptions about how best to design training programs. Must you have knowledge in order to train teachers? Of course you don't have to have knowledge to train teachers! We have been doing it for 70 years without any knowledge. Teacher education is like journalism -- you have to produce something now and cannot wait until all the facts are in. So we have used a blend of art, instinct, common sense, pragmatic experience, personal taste, popularity, tradition -- and a bucket of hope. It has worked just well enough to keep us from being driven to find a better basis on which to construct training programs. So we putt-putt along in our washing machine-powered Mercedes and, because we get there eventually, producing some good teachers and some poor teachers, no one is inclined to get out and look under the hood.

I am convinced that knowledge can lead both to better mousetraps and to better teacher education. Whether you want better teachers badly enough to pay the price for the needed inquiry is a value decision you must make. The standard, however, is easy to establish. Every faculty which decides to get into the elementary specialist business should, as a matter of professional responsibility, commit a portion of their resources to systematic self-scrutiny. Every such faculty must undertake some form of

inquiry in which what is done to the trainee serves as an independent variable and how the trainee ultimately behaves serves as a dependent variable. At the very least, every program must have some systematic evaluation of its products which can be fed back into the process of program adjustment.

A second key element in producing the teachers you need will be how you regard your trainees. At what level are you prepared to encounter them? How do you feel about people who are struggling with the kind of growth required to become a teacher? In large part, your answers to those kinds of questions will determine how the trainees come to feel about themselves. If you want them to see themselves upon graduation as competent, effective professionals, then they must be treated like that from the start.

There is ample evidence to indicate that attitude toward the self is a potent factor in teacher effectiveness. To use an unpleasant, even ugly term from a recent book by the same name, if you treat "students as niggers," then it is unreasonable to expect strong professionals to come out of the pipeline. The book, by the way, is not about race, it is about a destructive social role. There are distressing signs of that role in too many college physical education departments: discrimination, tokenism, and an awful paternalism. In some departments there is a clear pattern of pathological relationships which prevent both students and faculty from growing together.

The complexity and difficulty of what you have proposed at this conference demands that you take your students into real partnership, even if in clearly different roles and with clearly different responsibilities. If trainees are not partners in professional preparation, they will be dependent children at best and, at worst, they will be shaped into members of that ugly role.

Meaningful participation means a voice in planning, evaluation, and policy construction. These demand a structure for student and faculty cooperation that goes beyond the level of the annual picnic and a focus for growth into professional responsibility that goes far beyond the average student major club.

At a deeper level, perhaps we need to identify a new brand of professionalism. Looked at closely, the demands we have made for student professionalism too often have consisted of little more than the demand for a conservative life-style, loyalty to middle-class values, and plenty of deference to administrators. Worse, perhaps, too many signals tell trainees that studied silence or evasions are the proper response to questions concerning problems in our school and college programs. By identifying professionalism too closely with not rocking the educational boat, we have converted young dreamers into what, at best, are competent technicians. At worst, a professionalism like that spawns the living dead who are certificated to wander like zombies through four generations of children.

A new kind of professionalism could mean holding out the demand for deep personal commitment to making teaching better -- to life as a student of teaching. If professionals are to struggle toward better teaching and better schools, that struggle can only mean change, and change means difficulty. If our students are to be committed to the difficult tasks of educational change, they will have to use power and influence -- things that are not bestowed as a reward for sitting quietly in the middle of the boat. Power is something that must be seized with daring and used with skill.

As professionals, I think students must be ready to intervene in the political processes of the public schools. They must know how to form alliances with like-minded people and how to build support bases in the community around them. In short, they need what Leo Postman has called the tools of "soft revolution."[8]

How many of your graduates know what a Board of Education is? Half of one of my recent classes were not really sure we had one at all! How does the board relate to the principal's decision-making process? What sorts of things really influence voting patterns on school issues within the community? Within what limits can groups of concerned teachers act to influence educational policy? Answers to questions like those, and hundreds more, must be in the survival kit of any new teacher prepared for dynamic professional membership.

Moving from the political to the personal, if teacher educators really want to produce a better product, they will have to give more thought to the development of trainees as people. The idea that all the students who have elected to become physical education teachers have resolved all their basic value and identity conflicts, or that they will resolve them simply by taking classes and getting older, would be funny if it did not have such tragic consequences.

Physical education majors, like other young adults, need serious and substantial help with their problems of unfolding as people, as well as their growth as teachers. Trainees need your help in the serious sense that was underscored by Arthur Jersild when he wrote When Teachers Face Themselves.[9] You must help them face what we know are the hard realities of a career in teaching: the dilemmas that come with the use of authority, the problem of handling aggression (which frightens so many young teachers), the loneliness of teaching, and the sense of helplessness that engulfs us all from time to time. That kind of assistance cannot be packaged in 15 credit-hours of orientation and methods (plus a term paper or two). Those are human problems and require intensely human strategies for resolution.

Teacher educators also must give much closer attention to the signals given trainees concerning how a professional feels about his subject matter. Few of us take the time to notice this crucial trait in our trainees, much less make special

provisions for it within the program. Many students graduate who really care very little about their experiences in movement. They never have placed much value on those experiences and certainly have never thought deeply about them. Teachers like that can become contributers to the endemic disease of physical education -- dullness.

An exciting teacher in any subject is one who is turned on by his sport. Jack Frymier said a long time ago in another speech that we need teachers with "hot feelings about cold subjects." In physical education there is no substitute for getting pleasure from movement, satisfaction from mastery, and excitement from the struggle.

Unfortunately, administrators seem forever searching for a substitute. I know programs where you can't play with the children while in teaching uniform and other programs in which active teacher participation is considered unprofessional at best. If you are hooked on movement, a real user (perhaps we should say "pusher"), rules like that are a constant source of irritation.

If your graduates are going to get children high on sport and dance, they must be hooked on movement themselves. The corollary of that fact for both teacher education programs and teacher educators is too obvious to miss. The meaning and joy of effort in movement must be held at the center of professional life.

A key factor, both in what the trainee feels about movement and in the pedagogical skills he develops, will be direct experiences with children. Throughout this convention people have been talking about the need to expand school experiences for the trainee. The difficulty, as many of you know, is that it is easier to talk about "more" but far harder to decide about "more of what?" There is evidence that field experiences can have a negative impact on the growth of a teacher (some research indicates that this may be a special problem in physical education). Clearly then, the matter of field experiences for your teachers demands more than a simple commitment to greater volume.

Certainly, experiences with real children and real schools must be placed earlier in the trainee's program. The common pattern of four years of preparation followed by an eight-week encounter with the real world is pedagogical madness. If the trainee is to have the time necessary to define himself as a teacher (even to decide whether or not he wants to be a teacher), he has to be involved with the real stuff right from the start.

What the student encounters in his field experiences matters a great deal. While it is important for him to confront the schools as they really are, it is equally important to help him distinguish between what is and what might be. If your trainees have to spend significant amounts of time with teachers who are dull or harsh, then that experience only will serve to reinforce the 12 years of dull and repressive physical education many of them bring to the training program. The inevitable

conclusion drawn from such field experiences is that dull and harsh is how it has to be.

Some of you should be bedeviled by the question: "Where will I find master teachers with whom to put my students so that they will grow rather than shrink?" Any professional faculty that hopes to produce fine elementary specialists will have to find a cadre of such facilitating practitioners. Where they cannot be found, they will have to be produced. That means getting into the business of in-service training and educational change in the public schools -- a heavy burden to carry in addition to teacher preparation.

My suspicion is that more of you will have to get involved in such tasks than will be able to avoid them. There really is no choice. Either the master teachers and clinical schools are working in concert with the training program, sharing its values and reinforcing its definition of good teaching, or the master teachers and clinical schools will be working against the training program. In teacher training, to be neutral is to be hostile. The best program in the world can produce trainees with the desired behaviors and values -- but any public school that does not share the same values can reshape the trainee in a few days.

All of the foregoing which I consider to be some of the key elements in shaping effective programs for training elementary specialists, points toward a single final fact. If you want a new breed of teacher, you will need a new breed of teacher educator.

Teacher preparation programs are not rationalized industries. There are real limits to the system management approach which conceives of the training system as a set of input, throughput, output, and feedback components. The heart of a teacher preparation program lies not in the catalogue, the facility, or even in a set of carefully designed and integrated training experiences. The heart lies in the day-to-day human contacts within a social group, many of which are unplanned and which draw upon what the participants are, rather than what they know. Just as our nonverbal signals tell others far more than our words, so it is that the informal and personal elements of a program tell trainees the most about what it is to be a teacher and a professional.

The only place to start is with teacher educators who can do what you want the trainees to learn to do. That hardly is new. For years we have known that teaching by example is not just the best way to teach -- it is the only way.

If you want children to become creative, autonomous, expressive learners, then you must have teachers with those qualities. And it follows as the night the day, that you must surround those teachers during their formative training years with teacher educators who have those qualities too.

When students see around them professors whose real lives are lived elsewhere, in coaching, in the laboratory, at home;

when students see professors who have little talent for what they are doing; when students see professors who urge one teaching style and use another; when they see professors who are not still growing into their powers by being students of teaching, the end result is predictable. Some of those students will become good teachers, some will be poor, but the majority will be indifferent -- because indifference has been the salient message of their training experience.

We need the kind of teacher educator who persistently asks the question: "What difference does it make that these trainees are here with me rather than somewhere else?" and then really worries about the answer! To achieve that, many professors will require their own form of teacher renewal. Given encouragement and opportunity to focus upon the fresh challenge of preparing elementary specialists, many professors will respond with creative enthusiasm, but not all. Any faculty which does not squarely face the fact that some professors must be removed from contact with trainees is engaging either in self-delusion or indifference. Your ambitious plans leave room for neither.

Where are we now? You are about to go home and the concept of elementary physical education at the center, rather than the periphery, of our profession must keep its appointment in the arena of education. There will be some rough bumping with other concepts. Some will assist you, some may deflect you in surprising and happy ways, and some can stop you in your tracks if you don't use your capacity to take evasive action.

Many of us sense that it is late, very late, to start such an effort. Perhaps it already is one minute to midnight for physical education in the public schools. Perhaps we are riding those grim secondary school programs down a path to destruction, unable to jump off in time.

The task is going to be yours. You will need all the powers of your rationality to think it through -- to use your knowledge of the territory. You will need all the strength of your courage -- to try things which have not been tried, and which may fail. You will need all the perspective of your humor -- to avoid the terrible trap of taking yourselves too seriously. Humor, courage, and rationality add up to the human quality called grace. This convention has drawn together some of our profession's most graceful people. Perhaps you have walked past midnight, toward the dawn, and never realized it. Instead of 23:59, perhaps you have made it 00:01 -- a time of beginning.

NOTES

1/Excerpts from an address presented at the Closing Session of the National Conference on the Professional Preparation of the Elementary School Specialist, April 29, 1972.

2/L. Porter, "Criteria for Professional Preparation of the Elementary School Specialist," Fifth General Session, April 28, 1972.

3/E. R. Collins, "The Impossible Imperatives: Power, Authority and Decision-Making in Teacher Education," 12th Charles W. Hunt Lecture, Annual Meeting of AACTE, February 1971.

4/NCTEPS-NEA, "The Meaning of Accountability: A Working Paper," (Washington, D.C.: The Association, 1970), p. 6 (mimeo).

5/M. D. Fantini, "The Reform of Teacher Education: A Proposal for New York State," Phi Delta Kappan (April 1972), pp. 476-79, 82.

6/R. S. Fleming, "Leadership in the 80s," Sixth General Session, April 29, 1972.

7/Readers interested in research on teacher education are referred to the bibliography at the end of this article.

8/N. Postman and C. Weingartner, The Soft Revolution (New York: Dell Publishing Co., 1971).

9/A. Jersild, When Teachers Face Themselves (New York: Teachers College Press, 1965).

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Travers, R. M. W. (ed.). The Second Handbook of Research on Teaching. Chicago: Rand McNally. (In press for Fall, 1972.) See particularly the chapters titled "The Training of Teachers" and "Research on Teaching Physical Education."

The Participants Speak

INTRODUCTION

The Conference planners knew the value of participant feedback toward the end of a conference. The transcript of this session indicates expression from approximately fifty percent of the participants, comments from thirty-five percent of the panel, and problem identification and action needed from fifteen percent of the participants.

An unsolicited comment from a Four Seasons Lodge employee gives some lay reaction to the conference.

The comments have been organized and edited according to the categories listed above them. It is hoped that none of the meaning is lost in this way of reporting.

Since the transcription as to the speakers' names was incomplete, all names are omitted from the report of this session.

PARTICIPANTS' COMMENTS

... The universities need their own in-service programs and need to build their own understandings in order to carry out the ideas of this Conference.

... How can AAHPER aid secondary schools to develop teaching competencies in these areas?

... Could County and State Directors exert more necessary influences on decision-makers to support quality programs on the elementary level?

... There is a need to identify successful programs so public school teachers can be helped to see these ideas in action.

... AAHPER needs to integrate an approach in identifying in broad terms the content for elementary physical education.

... The AAHPER Journal should have more articles identifying the total curriculum as it affects the development of the child.

... AAHPER should exert more leadership in both the direction of content and identifying issues.

... What is the role of the elementary specialist in the open-school concept.

... If we don't identify issues now, we will be in the same spot forty years from now.

... There is a gap between elementary specialists and university instructors. One way to bridge this gap is to let elementary specialists plan part of the national conferences.

... We need more child growth and development courses for the elementary specialist.

... We need a better partnership between colleges and the practitioners.

... We need a multi-disciplinary approach to teacher preparation.

... The elementary specialist wants the assurance that he will play a vital role in school programs.

... How do we get quality programs started?

... Universities that have reached the level of competency presented at this conference need to decide where they go from here.

... A suggestion for bridging the gap between colleges and practitioners is to use more of a team approach in teacher preparation.

... To make changes the teacher must be political and you may have to go outside the existing structure to do this.

... There is a need to pull together research data to support quality elementary school programs.

... It is suggested that the AMA, pediatric physicians' groups, and other agencies devoted to children's welfare, be involved in gathering supportive research data on the needs of the elementary school child.

... Public school people must make parents and the rest of the community aware of exciting programs.

... We have heard a large emphasis on content at this conference.

... We recognize that we would not have had this conference if AAHPER didn't have an Elementary Consultant.

... Just when we start getting together to exchange ideas, and need time and money to take positions and identify issues, AAHPER has divided the Elementary Consultant's time to help in other areas.

... AAHPER needs to look more closely at the instructional problems in our field.

... Issues of curriculum in education are really crucial.

... What can the college student do to change the present situation for the better?

... The PEPI project should be used to support and publicize quality programs.

... Our field is behaving as though it has just discovered youth.

LEADERSHIP COMMENTS

... We are selling ourselves short on the number of college instructors who spend time working directly with children. (Editor's note: College instructors were asked to indicate if they worked with children. The majority present indicated that they did.)

... A communication gap exists in curriculum structure. We need to know where we start with kindergartners and where we end with a person at sixty or seventy years.

... We need to work to bridge these gaps mentioned.

... We need a developmental program through college.

... AAHPER needs to develop priorities and look ahead to see how we relate to more crucial educational issues.

... It is encouraging to hear that the problems are our job to solve.

... If you can tell us how to solve these problems, we will get the job done.

... The Society of State Directors would like to emphasize elementary physical education at their conference next year.

... We are annually surveying significant and improved certification changes that should be transmitted through AAHPER to its membership.

... From the many things heard, I'm going home and do some priority setting myself and hope that others will do the same.

... Use college students to help solve some of these problems. They want to help but sometimes don't know how they can.

... I have not heard money mentioned and this means to me that this group is really dedicated to caring about children.

... We have heard all kinds of things about role clarification, curriculum content, cooperation with groups, using interdisciplinary approaches to deal with problems, use of research, communications, establishing priorities, and closing gaps in our own backyard. This is a good beginning to an effective program of action.

PROBLEM IDENTIFICATION

... One problem we ought to discuss is that our Elementary Consultant's time has been divided. Maybe we would like to make a group statement concerning this matter. We should request AAHPER to put greater budget emphasis on this area.

... Another recommendation to consider is that the Executive Councils of the two sponsoring Divisions be appraised, so that they may present our recommendations to the Board.

... Communications should be sent to the Divisions concerned, and they in turn can communicate with the Executive Council.

... We do not like having the Elementary Consultant's role diluted; in fact we would like to see this role strengthened. (Editor's note: After the illness and death of Dr. Spande who was consultant for the Dance Division, AAHPER decided to combine the Dance Division and the Elementary Education Program under one consultant with some additional part-time secretarial help. The result from a cost accounting point of view is a thirty percent reduction of the Elementary Consultant's role.)

... Two ways suggested to restore the previous elementary consultant's services are: (1) To change back to the full-time consultant with a full-time secretary, or (2) have one consultant with two full-time secretaries who can handle administrative detail.

... A comment to substantiate the effectiveness of the Elementary Consultant's role is the fact that both the Secondary and College Commissions are exerting pressures on the Physical Education Division to have the same kinds of services.

... Participants who wish personally to support this action should write Dr. Barbara Forker with carbon copies sent to the Past-President and President-Elect of the AAHPER Executive Board.

... (Editor's note: The above session was scheduled from 3:30 to 5:00 p.m. At 5:10 p.m. the Maitre d' of Four Seasons interrupted the meeting. His statement is the only lay reaction this conference heard and seems significant enough to be recorded in its entirety.)

... "Excuse me sir, I work here at the Lodge of the Four Seasons and I am the Maitre d'. I was worried about how much time we would have to set up your banquet, but I am not worried at all now because I have a three-month-old daughter and I think what you are talking about now is fantastic! (Much applause.) So if you will continue, you can stay here all night long, and when you are finished, we will set up your banquet. Believe me, my daughter will appreciate this."

... A suggestion was made that those interested in drafting a statement meet at the conclusion of the session.

Meeting adjourned.

(Editor's note: Some fifty people met and drafted the following statement that was presented and approved at the evening banquet.)

ACTION TAKEN

For the past six years members of the AAHPER have been fortunate to have the services of a consultant whose sole responsibility was elementary physical education. As of October 1971, because of the death of a staff member and the necessity for staff reorganization, the responsibilities of the Dance Division were added to the Elementary Education Consultant's load.

The 350 conferees objected very strongly to this additional responsibility at a period when elementary physical education is growing so rapidly and is in dire need of leadership and services, and the total field of dance is also burgeoning. Consequently, as an outgrowth of the session on "Tell Your Officers What You Want," a group of conference participants met and formulated the following recommendations to be submitted to the President of the AAHPER. The recommendations were unanimously accepted by the total group, and have been sent to President Barbara Forker.

TO: Dr. Barbara Forker, President, AAHPER
Department of Physical Education for Women
Iowa State University
Ames, Iowa 50010

FROM: The Delegates of the National Conference on
Professional Preparation of Elementary Specialists
held at Lake Ozark, Missouri, April 27-30, 1972.

The delegates of the convention make the following recommendations to the Executive Committee and the Board of Directors of AAHPER:

1. That the governing bodies of the AAHPER put the highest priority on the continuing maintenance and development of the elementary education programs.

2. The Elementary Education Consultant position be maintained as a full-time position with increased supportive personnel.

3. Increased budget be allocated for the support of the above recommendations.

4. We urge the board to implement without delay and to maintain and support the elementary education consultant position in any reorganization that may take place.

RATIONALE

Due to the Association's efforts during the past seven years, the ground swell of change in physical education and dance in elementary schools is being strongly felt. It is essential that this change be nurtured so that dramatic acceptance and implementation of these programs becomes apparent throughout the nation.

Changes toward innovative physical education and dance curricula have just begun. If significant impact is to be made on the new directions of the total education of children, support of the above recommendations is imperative.

ADDENDUM

The delegates of the conference realize that the above recommendations necessitate additional and appropriate support for consultant services for the Dance Division.

We respectfully request that these recommendations be placed on the Agenda of the next meeting of the Executive Committee of the Board of Directors.

4/30/72

cc: Louis Alley, Willis Baughman, Araminta Little, Celeste Ulrich, Carl Troester.

CONFERENCE PLANNING COMMITTEE

Chairman

Robert S. Fleming, Virginia Commonwealth University, Richmond

Co-Director Program

Sal Abitanta, State Department of Education, Trenton, New Jersey

Co-Director Site

Joan Tillotson, Morrisonville, New York

Elementary Commission

Hubert Hoffman, University of South Florida, Tampa

Task Force: Children's Dance

Gladys A. Fleming, Virginia Commonwealth University, Richmond

City and County Directors

Paula Barry, City Supervisor, Washington, D.C.

Professional Preparation Panel

Marvin Eyler, University of Maryland, College Park

Staff Liaison

Margie R. Hanson, Elementary Education and Dance Division
Consultant, AAHPER, Washington, D.C.

Conference Secretaries

Eleanor M. Hemphill, Trenton, New Jersey
Pam de Jager, Washington, D.C.

PROCEEDINGS COMMITTEE

Jane Fink - Chairman, Wayne State University, Detroit, Michigan
Robert Harkness - Lincoln Elementary School, DeKalb, Illinois
Ruth L. Murray - Wayne State University, Detroit, Michigan
Lorena Porter - Northern Illinois University, DeKalb, Illinois

CONFERENCE COMMITTEE CHAIRMEN

AAHPER Publication Display	Dorothy Canham, Kansas City, Missouri
Audio-Visual	Berneda Wampler, Ballwin, Missouri
Banquet	Virginia Morris, Norman, Oklahoma
Film Room	Rudy Tucker, Indiana, Pennsylvania Mary Rae Josephson, Minneapolis, Minnesota
Happenings	Norma Pike, Tempe, Arizona
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Local Hospitality	Laura Mae Brown, Webster Grover, Mo.
Local Publicity	Robert Taylor, Jefferson City, Missouri
Local Transportation	Rex Fraley, Springfield, Missouri
Meeting Rooms	Bruce Ferguson, Terre Haute, Indiana
Ombudsmen	Dorothy Deach, Tempe, Arizona Martha Owens, Ocilla, Georgia
Packets	Betty Keough, Doris Henderson, Normal, Ill.
Photo Board	Tommye Yates, Lafayette, Georgia
Pre-registration	Jeanne Snodgrass, Washington, D.C.
Registration at Site	Dorothy Canham. Kansas City, Missouri
Proceedings	Jane Fink, Detroit, Michigan
Reception and Meals	Lois Johnson, Long Beach, California
Student Invitations	Dolores Plunk, Warrensburg, Missouri.

APPENDIX

AAHPER PUBLICATIONS RELATED TO COMPETENCIES NEEDED
by the
ELEMENTARY SPECIALIST

Dance Directory: Programs of Professional Preparation in American Colleges and Universities. Colleges and universities offering dance curricula. Valuable for selection of school, comparisons, historical studies, determining curriculum developments, and research. 7th ed. 1971 80 pp. (243-25212) $2.00

Designs for Dance. Implications for dance in general education, physical education, teacher education for elementary and secondary schools, the education of the performing artist, and in research. 1968 32 pp. (243-07860) $1.25

Desirable Athletic Competition for Children of Elementary School Age. A report of research on the effects of competition on young children, with recommendations for school-sponsored athletic competition. 1968 36 pp. (241-07964) $1.00

Essentials of a Quality Elementary School Physical Education Program. A position statement including beliefs covering teacher preparation, instructional program, evaluation, time allotment, class size, teaching load, dress, equipment and facilities, and school related programs. 1969 16 pp. (245-25022) 50¢

Foundations and Practices in Perceptual-Motor Learning: A Quest for Understanding. A compilation of presentations at the multi-disciplinary conference, "Perceptual-Motor Development - Action with Interaction," in Cincinnati, October, 1970, contains major addresses on foundations, resumes of action programs and perspectives for viewing

them, plus a film bibliography, description of tests, and a professional preparation survey. 1971 200 pp. (245-25120) $3.95

Guidelines for Children's Dance. A report on the current status of dance in the elementary school, with guidelines for curriculum, teaching methods and special activities. Developed by the AAHPER Task Force: Children's Dance. Reprinted from the June, 1971, JOHPER. 12 pp. (243-25154) 50¢

Knowledge and Understanding in Physical Education. A compilation of the body of knowledge in physical education, with progression through elementary, junior and senior high school levels of understanding. Four major topics are covered: activity, effects of activity, factors modifying participation in activities, and the nature and use of standardized tests. 1969 136 pp. (245-08040) $5.00

Motor Activity for Early Childhood. A series of articles and a film list dealing with motor activity programs for early childhood. Reprinted from AAHPER publications. 1971 16 pp. (245-25152) 50¢

Preparing Teachers for a Changing Society. In this report of the 1969 National Conference of City and County Directors of AAHPER, key educators discuss some of the crucial issues facing today's schools, and ways of preparing teachers. Topics covered include provisions for underprivileged students, racial unrest, qualifications for teaching in the inner city, and professional negotiations. 1970 80 pp. (240-25100) $2.00

Professional Preparation of the Elementary School Physical Education Teacher. A set of guidelines for the college department preparing elementary school physical education teachers. Includes policy statements on student personnel and faculty; concepts, competencies, and experiences to be incorporated into a curriculum plan; and suggestions for implementation. 1969 24 pp. (245-25026) $1.00

Promising Practices in Elementary School Physical Education. A series of articles on concepts, curriculums, and methods for improving teachers' understanding of children, stressing leadership techniques for improving programs. It describes outstanding programs being developed, and includes articles on changing elementary schools, professional preparation and movement education. Contains

an annotated bibliography and film list. 1969 80 pp. (245-25030) $2.00

Trends in Elementary School Physical Education. A series of recent articles interpreting new developments and promising practices, the role of physical education in learning, movement education, use of loop films, and professional preparation. Reprinted from the JOHPER, 1970. 28 pp. (245-25122) 50¢

ARTICLES

Curtis, Delores. "Conference Report on the Young Child: The Significance of Motor Development." Halverson, Lolas. "A Real Look at the Young Child." Whitehurst, Keturah. "What Movement Means to the Young Child." JOHPER, May, 1971.

Dance Division Curriculum Committee. "Professional Preparation and Certification of Dance," JOHPER, February, 1970.

Grieve, Andrew. "State Legal Requirements for Physical Education," JOHPER, April, 1971.

Hanson, Margie R. "Professional Preparation of Elementary School Physical Education Teachers," Trends in Elementary School Physical Education. Reprinted from the JOHPER, 1970 (245-25122) 50¢

Hanson, Margie R. "Professional Preparation of the Elementary School Physical Education Teacher," Quest, NAPECW-NCPEAM, June, 1972.

Hoffman, Hubert A. "National Survey of Professional Preparation for the Elementary School Physical Education Specialist," JOHPER, February, 1972.

Hoffman, Hubert A., et al. "Personal Professional Preparation in Physical Education," JOHPER, Nov.-Dec., 1970.

Johnson, Lois. "Optimistic Prospects in Elementary School Physical Education Professional Preparation," JOHPER, February, 1972.

Task Force: Children's Dance. "Status Study, Preamble and Guidelines for Children's Dance," JOHPER, June, 1971. "Over the Country Children Are Dancing," JOHPER, October, 1971.

AUDIOVISUAL RESOURCES*
for
EARLY CHILDHOOD AND ELEMENTARY SCHOOL
PHYSICAL EDUCATION AND DANCE

MOVEMENT EXPLORATION AND EDUCATION

A Time to Move. 1970 (16mm, b&w, sd., 30 min.) Sale $230; rental $30. Available Early Childhood Productions, Box 352, Chatsworth, California, 91311.

A film focused on the meaning of movement for the 3 and 4 year old. Movement is the first and deepest language of the child for its own sake and for what it achieves. Every skill is comprised of more simple skills. Photographed at UCLA Lab. School with the consultant help of E. Buchanan, V. Hunt, M. Hunter.

Basic Movement. Movement Awareness. Manipulative Skills. Functional Fitness. 1969 (Super 8mm, technicolor, silent, loop film cartridges) Sale $24.95 each; no rentals. Available Holt, Rinehart & Winston, 383 Madison Avenue, New York, New York. For specific information write Lewis Parsons, Physical Education Editor, NCAA Films, Box 2726, Wichita, Kansas, 67201.

A series of 24 loop films, each three to four minutes long, depicting K-2 children in action, developed in cooperation with AAHPER. Ideas and activities can easily be adapted downward for pre-primary age. Designed to show children and teachers a wide variety of activities and equipment with an entire class participating at one time. Problem-solving approach is used in all films. Descriptive note accompanies each cartridge. Series #1 - Basic Movement by Hayes Kruger; Series #2 - Movement Awareness and Series #3 - Manipulative Skills by Pat Tanner; Series #4 - Functional Fitness by Carolyn Rasmus.

Free to Move. 1971 (16mm, color, sd., 35 min.) Sale, about $150. Available Southern Film Productions, Brockenhurst Film Studios, Brockenhurst Hampshire, SO 47 Rd., England.

A British film depicting movement education tasks. It integrates movement into art, language, and creative dramatics.

*From 1965.

Movement Education. 1965 (16mm, b&w, 8 to 17 min.) Sale $25 to $50; rental $1.65 to $3.00. Available Audio-Visual Center, Division of Extension and University Services, University of Iowa, Iowa City, Iowa.

A series of films by Joan Tillotson: (1) Time and Space Awareness; (2) Guided Exploration; and (3) The Problem-Solving Technique.

Movement Education. 1968 (16mm, color, sd.) Sale $175 to $250 each; rental also. A series of five films for K-6. Teacher's manual available at $1.00/copy. Available Universal Education and Visual Arts, 221 Park Avenue, South, New York, New York, 10003, or write Glenn Kirchner, Simon Fraser University, Burnaby 2, British Columbia, Canada.

Introduction to Movement Education (26 min.) A general overview of the content and methods that are used in this approach to teaching physical activities. Shows a wide variety of small and large apparatus used in typical lessons.

Developing Range and Understanding of Movement (29 min.) Illustrates how children learn to control and manipulate the weight of the body on the floor with small equipment and with large apparatus; movement tasks requiring children to move and balance on different parts of the body; to work with a partner and within a group.

Understanding Space and Directional Movements (24 min.) Shows how to gradually expand a child's movement vocabulary to include such directional movements as forwards, sideways, across, around and through. A sample lesson plan emphasizing the use of general and limited space is also provided.

How to Develop a Theme (31 min.) Illustrates how a theme is first introduced to a variety of age levels and how it is progressively developed.

Qualities of Movement (27 min.) A theme combining all three qualities (force, time and flow) is included to show how each quality can be integrated into one theme.

Movement Education - From Primary to College. 1969 (16mm, b&w, sd., 20 min.) Write Glenn Kirchner, Simon Fraser University, Burnaby 2, British Columbia, Canada.

This film begins with the historical development of movement

education in England and shows the results of effective teaching from primary to college levels. The film illustrates how movement begins, and through a gradual progression how the smooth flow of the complex patterns gradually emerges.

Movement Education in Physical Education. 1967 (16mm, b&w, 10 min.) Sale $145; rental $25. Available Hayes Kruger, Department of Physical Education, Madison College, Box 3208, Harrisonburg, Virginia, 22801.

A film that interprets movement education through narration in question and answer form by Hayes Kruger and Gay Amato providing much information on a variety of activities for K-6. The film demonstrates the methodology of the problem-solving approach and emphasizes the importance of a well-structured environment.

Movement Experiences for Primary Children. 1968 (16mm, color, sd., 17 min.) Sale $150; rental $5.45. Available Department of Instructional Media Distribution, Altgeld 114, Northern Illinois University, DeKalb, Illinois, 60115.

A film depicting the need for children to move and to learn to move well. Emphasizes a problem-solving approach to teaching. Author - Lorena Porter.

Movement Exploration. 1967 (16mm, color, sd., 20 min.) Sale $220; rental $20 first day, $10 each additional day. Available Documentary Films, 3217 Trout Gulch Road, Aptos, California, 95003.

A film designed for K-6 teachers and teachers-in-training which includes a wide range of activities for primary and elementary children, such as locomotor skills, ball handling, hoops, jump ropes, apparatus, and improvised equipment. Emphasis is on involvement of each child for maximum participation, with a problem-solving approach. Authors - Layne Hackett and Robert Jenson.

Movement exploration applied to Soccer. 1970 (16mm, sd., 30 min.) Available Quinn Laboratories, Ltd., or write Glenn Kirchner, Simon Fraser University, Burnaby 2, British Columbia, Canada.

A film showing how movement exploration can be used to teach specific sport skills. It begins with a professional team playing soccer. The teacher is shown presenting problems to

a beginning group of children who work on them in small groups. When a certain degree of skill has been attained they play a modified game, and later play the official game.

Movement Exploration - Specific Sports Skill. 1971 (16mm, color, sd.) Available Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.

Designed primarily for teachers of children in 4th-8th grade, it divides skills into three areas: (1) discovery skills, which occurs in primary grades through exploration of how objects move in space; (2) transfer stage, in which the teacher guides the students by a combination of exploration and coaching situations in readiness for the game; (3) applied skills, with the emphasis on competency and competition in the game of volleyball, where a skill build-up is used. Author - Layne Hackett.

Movement Exploration: What Am I? About 1968. (b&w or color, 11 min.) Sale $70 b&w, $125 color. Available Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California, 90025.

Experiences in movement exploration show primary children that they can move not only like themselves, but also like birds, animals, and machines.

Ready, Set, Go. 1969. Instructional television series for closed circuit use in large school systems. Available for purchase from the National Instructional Television Center, Box A, Bloomington, Indiana, 47401. Preview film available.

Two series (Levels I and II) of 30 television lessons, 20 minutes each, on the basic movement approach to elementary school physical education for primary children. Accompanied by a manual with guidelines for supplementary lessons each week for the teacher, which provides continuity for a year's curriculum. Developed in consultation with the American Association for Health, Physical Education, and Recreation. Authors - Kate Barrett and Bette Logsdon. TV Teacher - Jane Young. Sample lessons from Level I below:

Lesson 1: Traveling on different body parts.
Lesson 7: Jumping and landing.
Lesson 13: Creating a series of movements to music.
Lesson 21: Inventing game-like activities using balls.
Lesson 27: Striking a ball with different body parts.
Lesson 30: Reviewing the total year's experiences.

GENERAL FILMS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION

Elementary Physical Education Skills: Apparatus Skills. Balance Skills. Ball Skills. Basic Movement Skills. 1971 (16mm, color, sd., 4 films each 9-11 min.) Sale $120 each, $440 for set of four. Available Filmfair Communications, 10946 Ventura Blvd., Studio City, California, 91604.

Each of these films deals with a specific skill and, through use of demonstrations, live action, and slow-motion techniques, explores in detail how to move to participate effectively in the activity. For third, fourth, and fifth grades. Author - Craig Cunningham.

Elementary School Physical Education Films: Volleyball for Intermediate Grades. Basketball for Intermediate Grades. Track and Field for Intermediate Grades. (16mm, color, sd., 3 films each 28-45 min.) Sale $200 to $230; rental available. Teacher's manual at $1.00/copy. Available Audio-visual Center, Simon Fraser University, Burnaby 2, British Columbia, Canada.

A series of three films which illustrate content and techniques and sequential motor skill development of children.

Fun with Parachutes. 1968 (16mm, color, 11 min.) Sale $135; rental $15 per day. Available Documentary Films, 3217 Trout Gulch Road, Aptos, California, 95003.

A visual presentation of selected parachute activities. Both the discovery approach and response to command methods of teaching are portrayed. Authors - W. Blake, E. Taix, F. I. Sola.

Hula Hoop Skills. 1969 (16mm, color, sd., 8 min.) Sale $105. Available Gabor Nagy Productions, 1019 North Cole Avenue, Hollywood, California, 90038.

In normal speed, as well as slow motion, this film shows a number of hula hoop skills and explains the proper techniques to perfect each skill. All skills are applied to a classroom situation.

Innovations in Elementary School Physical Education. 1969 (16mm, color, sd., 30 min.) Sale $229. Available Crown Films, 503 West Indiana Avenue, Box 890, Spokane, Washington, 99210.

Produced as a part of an ESEA Title III project granted Washington State University for an experimental program in the elementary schools of Pullman, Washington. Depicts a wide variety of activities and equipment for K-6 programs from ideas gleaned by author's world travels. Author - Victor Dauer.

In, Out, Up, Down, Under, Over, Upside Down. 1971 (16mm, color, sd., 8 min.) Available ACI Films, Inc., 35 West 45th Street, New York, New York, 10036.

A film devoted to the development of the concept of directions and body positions in space through movement activities of children.

Introduction to Body Movements. 1968 (16mm, color, sd., 11 min.) Sale $125. Available General Learning Corporation, 3 East 54th Street, New York, New York, 10022.

This film shows a basic principle of locomotor skill development. A number of small and large group game activities which show ways to practice using good body control are suggested. Every pupil can participate in the activities described. Authors - E. Cochran, L. C. Wilkinson, J. Furlow

Learn to Swim. About 1970. Series of two filmstrips, each $8. Available BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California, 90404.

A boy and girl are followed through the steps of learning to swim, dive, and practice the rules of water safety.

Movement Experience Films. 1972 (16mm, color, sd., 10 min.) Sale $137.50, set of three $370. Available Pan Dau Films, Pullman, Washington, 99210.

Three films, Parachutes, Hula Hoops and Mats, and Wand Stunts, depict movement experiences using the media identified by title. Authors - Victor Dauer and Robert Pangrazi.

Organizing Free Play. (16mm, b&w, sd., 22 min.) Available on a free-loan basis, through libraries of Modern Talking Picture Service, Inc. (MTP number 9053). For additional information write the Office of Child Development, HEW, Washington, D. C., 20201.

This film focuses on the facet of early childhood education

called free play. Using preschool children and their teachers in the physical surroundings of the nursery school, the film discusses these questions: What is free play? How do children learn from free play? How does one control free play?

Parachute Activities for Children. 1967 (16mm, color, sd., 11 min.) Sale $125. Available Joseph Lynch, Curtis Audio-Visual Materials, 165 W. 46th St., New York, New York, 10036

Shows new and different activities which stress development of upper body and conditioning type activities plus parachute games which involve all children.

Physical Education Skills, Grades K-6. 1966 to 1971 (8mm, color, silent) Sale $24 each. Available BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California, 90404

A series of 31 films entitled: Self-Defense for Girls, Softball Series, Basketball Series, Volleyball Series.

Play Safe. (16mm, color, sd., 10 min.) Sale $125. Available Aims Instructional Media Services, Inc., Box 1010, Hollywood California, 90028

The viewer is encouraged to "discover for himself" some good rules for safe playing and how accidents can be avoided by seeing several playground incidents wherein stop action photography is used.

Rope Jumping. 1968 (16mm, color, sd., 12 min.) Sale $145; rental $7.50. Available BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California, 90404.

Rope jumping steps can be simple or complicated; some involve the use of several ropes all twirling at once. One can jump rope alone, with a partner, or using a long rope with several people.

Rope Jumping. 1968 (color, sd., 11 min.) Sale $125. Available General Learning Corporation, 3 East 54th Street, New York, New York, 10022.

All levels of performance from preliminary exercise to highly skilled rhythmic jumping. Authors - N. Cochran, L. Wilkinson, J. Furlow.

Safe in the Water. 1972 (16mm, color, sd., 15 min.) Sale

$190; rental $25. Available Trend Films Corporation, Box 69680, Los Angeles, California, 90069.

For children of all ages. Teaches good safety practices in the following areas: personal water safety, helping others in emergencies, helping yourself in an emergency, safety at beaches, lakes, rivers, and pools.

Softball. Volleyball. Rope Jumping. 1968 (16mm, color, sd., 3 films each 12 min.) Sale $130 to $140. Available Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California, 90025. (Standard and Super 8mm film loops also available in softball, volleyball, and basketball.)

This series carefully illustrates the correct performance of basic skills designed for upper elementary and junior-senior high students.

Teaching Motor Skills Through Games. About 1969. (Color, silent, set of 6 filmstrip units and guide.) Sale $71.50. Available The Athletic Institute, 805 Merchandise Mart, Chicago, Illinois, 60654.

Each filmstrip provides a complete educational experience using a game situation for primary grades. From the Let's Play series.

Thinking, Moving, Learning. 1970 (16mm, color, sd., 20 min.) Sale $210. Available Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

This film illustrates a comprehensive developmental program with twenty-six perceptual-motor activities for normal pre-primary and primary grade children for use in the classroom and on the playground. Author - Jack Capon.

Up and Over: Exploring the Stegel. 1971 (16mm, color, 20 min.) Sale $242. Available Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

A film depicting creative problem-solving activities on the stegel (apparatus for climbing and hanging). Includes guide, selected bibliography, and scale plans for building a stegel. Author - William Blake.

Why Exercise? 1965. Sale $152.50. Available Associated Film Services, 3419 West Magnolia Boulevard, Burbank, California.

This film does not teach a "program of exercise" but rather conveys the ideas about the values of muscular activity. It demonstrates the types of activities which develop these factors of strength, endurance and flexibility. Animated portions of the film show how posture is maintained and how the movement of the body is achieved through the pulling action of muscles on bones. Geared to the understanding of the upper elementary school child. Authors - E. Wallis and G. Logan.

FILMS RELATED TO DANCE

Being Me. About 1968. (16mm, 13 min.) Sale $75; rental $5. Available University of California Extension, Media Center, Berkeley, California, 94720.

A film showing the work of Hilda Mullin from her dance classes at Pasadena Art Museum. The children range in age from pre-school to pre-teen. The teaching is based on an emphasis of inner experience arrived at through movement.

Children Dance. 1970 (16mm, b&w, sd., 14 min.) Sale $85; rental $8. Available University of California Extension, Media Center, Berkeley, California, 94720.

A film of a pilot program in metropolitan Washington, D. C., recording unrehearsed dance sessions in K-3 classrooms as part of the regular curriculum. Children explore space, time, force through dance improvisations. Designed for dancers and teachers who want to introduce dance in the classroom. Authors - G. Dimondstein and N. Prevots.

Creative Movement for the Developing Child. 1972 (16mm, b&w, sd., 25 min.) Sale $120; rental $30. Available Clare Cherry, Congregation Emanu El Nursery School, 3512 A Street, San Bernardino, California, 92405.

The film presents a complete rhythmic activity program based on natural movements of the child and geared toward the maximum sensory- and perceptual-motor growth of the child as avenues to cognition. Presents an approach using children ages 3 to 5 which can be elaborated on by experienced professionals, or utilized as-is by classroom teachers, paraprofessionals, students, and parents. Author - Clare Cherry

Dancers in School. 1972 (16mm, color, sd., 30 min.) Sale is negotiable; rental $10 to $15. Commissioned by the National

Endowment for the Arts as a documentary film on dance in education as a part of the Arts IMPACT Program. Available Pennebaker, Inc., 56 W. 45th St., New York, New York, 10036.

The film projects a vivid impression of the liveliness and interplay between artists and children when dance is brought into the schools. The three artist/teachers are a study in contrasts of technique: Murray Louis, Bella Lewitzky, and Virginia Tanner.

Dance with Joy. 1971 (16mm, color, sd., 20 min.) Sale $155; rental $17.50. Available Documentary Films, 3217 Trout Gulch Road, Aptos, California, 95003.

This film shows a racially and socio-economically integrated group of two-and-a-half to four-year-old children responding to the inner stimuli of music and rhythm in an experimental early childhood education program. It emphasizes the concept that children are natural dancers when given the opportunity and that they need to be quickened from within and allowed to move in their own way. By Gertrude C. Knight whose previous film, Building Children's Personalities With Creative Dancing, has become a classic.

Developing Aesthetic Concepts Through Movement. About 1968. (16mm, b&w, 29 min.) Sale $95; rental $15. Available Bear Films, Inc., 805 Smith Street, Baldwin, New York, 11510.

The basic components of a good music program include emphasis upon rhythmic awareness, a sensitivity to the qualities of sound, and an understanding of form or pattern. The responses of children, age 7, are directed toward these basic ideas as they listen, move and enjoy musical activity.

Discovering Rhythm. 1968 (16mm, color, sd., 11 min.) Sale $120. Available Universal Education and Visual Arts, 221 Park Avenue South, New York, New York, 10003.

Demonstrates to children that rhythm is an outgrowth of normal activities. Simple physical movements such as walking, running, and skipping help the viewer to learn many concepts regarding rhythm. An original theme is heard throughout with eight variations.

Growing. 1969 (Color, sd., 7 min.) Sale $102.50. Available Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois, 60611.

The first computer animated and sound produced film. Developed for Humanities unit, motivating the viewer to express the film concepts verbally, visually or in writing. Could be used to initiate movement responses as well.

Learning Through Movement. 1966 (16mm, b&w, sd., 32 min.) Sale $165; rental $20. Available S-L Film Productions, 5126 Nartwick Street, Los Angeles, California, 90041.

Covers an eight-month experience in creative dance with grades 1-6, showing the physical, emotional, and intellectual involvement of the children while exploring the multiplicity of learning concepts. Authors - Anne and Paul Barlin.

The Art of Body Movement. About 1970. (16mm, b&w, sd., 2 reels, 68 min.) Sale $350; rental $30. Available Mettler Studios, Tuscon Creative Dance Center, 3131 North Cherry Avenue, Tuscon, Arizona, 85719.

Children, teenagers and adults demonstrate creative dance showing creative dance themes, improvisation and sound accompaniments. Author - Barbara Mettler.

Tinikling. 1968 (16mm, color, sd., 11 min.) Sale $125. Available General Learning Corporation, 3 East 54th Street, New York, New York, 10022.

Instructions and teaching techniques for the Philippine stick dance. Authors - N. Cochran, L. Wilkinson, J. Furlow.

FILMS FOR SPECIAL EDUCATION*

And So They Move. 1965 (16mm, b&w, 20 min.) Available Audio-Visual Center, Michigan State University, East Lansing, Michigan, 48824.

Many practical and meaningful activities on fundamental movement experiences for physically handicapped children are presented with accompanying narration on the theoretical value of the activities. Suggestions are included for sequence in programming based on a problem-solving approach.

*For a more complete list, write Dr. Julian Stein, Consultant for the Handicapped, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D. C., 20036.

Anyone Can: Learning Through Motor Development. 1968 (16mm, color, sd., 27 min.) Sale $240. Available Bradley Wright Films, 309 North Duane Ave., San Gabriel, California, 91775.

Four short films on one reel designed to help teachers develop a balanced program of motor activities for atypical children. Activities included are: rope skills, ball handling, the stegel, the trampoline. Author - Frank Isula.

Bridges to Learning. 1970 (16mm, color, sd., 30 min.) Sale $125. Available Palmer Films, Inc., 611 Howard Street, San Francisco, California.

Illustrates the organization and administration of a K-6 physical education program with emphasis on perceptual training and innovative curriculum related to skills, games, and sports including evaluation techniques.

Creative Body Movements. 1969 (16mm, color, sd., 11 min.) Sale $125. Available Martin Moyer Productions, 900 Federal Avenue, East Seattle, Washington, 98102.

Shows how children can express themselves through movement using a perceptual-motor and problem solving approach (primary grade level).

Developmental Physical Education. 1971 (16mm, color, sd., 28 min.) Sale $225. Available Simensen & Johnson, Education Consultants, Box 34, College Park, Maryland, 20740.

A film developed by Dr. Louis Bowers, University of South Florida, depicting the development of balance, laterality, directionality, body image, spatial awareness and visual perception among mentally retarded children.

Everybody Wins. 1971 (16mm, color, sd., 22 min.) Sale $210; rental $25. Available Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

A film devoted to the development of fundamental physical education skills of catching, throwing, kicking, and running. Presents developmental sequences, class management suggestions, and special materials to help the fearful or handicapped child. Author - William Blake.

Just for the Fun of It. (16mm, color, sd., 20 min.) Available Aims Instructional Media Services, Inc., Box 1010, Hollywood, California, 90028.

Presents activities for mentally handicapped that can be accomplished using ropes, hoops, balance beams, etc.

Looking for Me. 1971 (16mm, b&w, sd., 29 min.) Sale $175; rental $12.50. Available University of California Extension, Media Center, Berkeley, California, 94720.

Janet Adler, a movement therapist, works with normal and emotionally disturbed children, emphasizing the importance of body language in the young child's development. Unrehearsed sequence of individual work with two autistic girls ages 2 and 5, whom the therapist gradually reaches through movement responses.

Moving Is Learning. 1968 (16mm, color, sd., 18 min.) Sale $175. Available Canadian Association for Children with Learning Disabilities, Suite 322, 88 Eglinton Avenue, East, Toronto 315, Ontario, Canada.

Demonstrates methods of assisting perceptually handicapped children through perceptual-motor retraining techniques at a visual learning center.

Perc! Pop! Sprinkle! 1969 (16mm, color, 11 min.) Sale $125. Available Martin Moyer Productions, 900 Federal Avenue, East, Seattle, Washington, 98102.

Provides a series of visual experiences for children to perceive and then to interpret motorically.

Physical Education of Blind Children. (16mm, color, sd., 20 min.) Sale $150; rental $6. Available Dr. Charles Buell, 4244 Heather Road, Long Beach, California, 90808.

Physical education is even more important for blind children than it is for those who have normal vision. Blind children of all school ages are shown participating in a wide variety of physical education activities from which top physical fitness is often attained.

Physical Education - Lever to Learning. 1969 (16mm, color, sd., 20 min.) Sale $200; rental $15. Available Stuart Finley, Inc., 3428 Mansfield Road, Falls Church, Va., 22041.

Educable mentally retarded boys and girls from a special education program are shown taking part in a vigorous and varied program emphasizing development of motor skills and physical fitness with limited and improvised equipment.

Sensorimotor Training. 1968 (16mm, color, 24 min.) Sale $135. Available Valdhere Films, 3060 Valleywood Drive, Kettering, Ohio.

Describes philosophy and training methods for helping preschool children develop sensory skills and physical coordination. Dayton Public Schools Program. Author - William Braley.

Splash. 1972 (16mm, color, sd., 20 min.) Sale $220; rental $20 a day. Available Documentary Films, 3217 Trout Gulch Road, Aptos, California, 95003.

A film devoted to aquatic activities for the severely retarded and multiple handicapped child.

Why Billie Couldn't Learn. 1967 (16mm, color, 40 min.) Sale $250. Available California Association for Neurologically Handicapped Children, Film Director, Box 604, Main Office, Los Angeles, California, 90053.

Focuses on the diagnosis and teaching techniques used in a special classroom for neurologically handicapped children.

SCHOOLS OFFERING PROFESSIONAL PREPARATION PROGRAMS WITH SPECIAL EMPHASIS ON ELEMENTARY PHYSICAL EDUCATION

The following list is a partial one of schools which have special interest in the elementary school physical education program. They are either developing a specialized curriculum or have staff members who have a particular interest in the elementary area. No evaluation has been made of the programs in the schools listed, and there are doubtless many other programs which have been omitted.

The schools listed come from three sources: a list compiled by Dr. Margie R. Hanson, AAHPER Elementary Education Consultant, from names submitted to her; those schools which responded to the questionnaire used by Dr. Hubert Hoffman, Chairman of the Elementary School Physical Education Commission for the article on "National Survey of Professional Preparation for the Elementary School Physical Education Specialist" which appeared in the February, 1972, Journal of Health, Physical Education and Recreation; and the list of schools included in the article by Dr. Lois Johnson, California State College, Long Beach, California, "Optimistic Prospects in Elementary School Physical Education Professional Preparation," also in the same issue.

ALABAMA

Troy State University
Troy, Alabama 36081
Rudy M. Argenti

Tuskegee Institute
Tuskegee, Alabama 36088
H. Frank Leftwick, Jr.

ARKANSAS

Arkansas A. M. & N.
Pine Bluff, Arkansas 71601
Kenneth L. Johnson

Henderson State College
Arkadelphia, Arkansas 71923
Joe D. Willis

ARKANSAS (Continued)

University of Arkansas
Little Rock, Arkansas 72200
Betty Stekhem

CALIFORNIA

California State College
Long Beach, California 90801
C. Patricia Reid

Chico State College
Chico, California 95926
W. K. Marshall

Sacramento State College
Sacramento, California 95819
Barbara Bartee

CALIFORNIA (Continued)

University of California at
Los Angeles
Los Angeles, California 90024
Camille Brown

COLORADO

Adams State College
Adamson, Colorado 80022
Dorothy J. Orcutt

Colorado State University
Ft. Collins, Colorado 80521
John D. Nettleton

University of Colorado
Boulder, Colorado 80302
Cornelia Edmondson

University of North. Colorado
Greeley, Colorado 80631
Betty Everett

FLORIDA

Florida State University
Tallahassee, Florida 32306
Mary V. Alexander

University of Florida
Gainesville, Florida 32601
Hal Lerch

University of South Florida
Tampa, Florida 33620
Hugh Hoffman

ILLINOIS

Chicago State College
Chicago, Illinois 60621
Dorothy Kozeluh

Northern Illinois University
DeKalb, Illinois 60115
Lorena Porter

ILLINOIS (Continued)

Southern Illinois University
Edwardsville, Illinois 62025
Larry N. Moehn

University of Illinois
Champaign, Illinois 61820
Margaret Thompson

University of Illinois
Normal, Illinois 61761
Phoebe Scott

INDIANA

Evansville University
Evansville, Indiana 47701
James S. Voorhees

Indiana State University
Terre Haute, Indiana 46609
Bruce Ferguson

IOWA

Central College
Pella, Iowa 50219
Thelma Goodwin

Drake University
Des Moines, Iowa 50311
Ione Shadduck

Morningside College
Sioux City, Iowa 51106

State University of Iowa
Ames, Iowa 50010
Barbara Forker

KANSAS

Kansas State Teacher's
College
Emporia, Kansas 66801
Mary Louise Estes

KANSAS (Continued)

Kansas State University
Manhattan, Kansas 66502
Barbara Gench

University of Kansas
Lawrence, Kansas 66044
Jean Pyfer

KENTUCKY

Cumberland College
Williamsburg, Kentucky 40769
O. J. Helney and Joyce Enerst

Georgetown College
Georgetown, Kentucky 40324
Grady M. Powell

Murray State University
Murray, Kentucky 42071
Nan K. Ward

LOUISIANA

Northwestern State College
Natchitoches, Louisiana 71457
Colleen Nelken

Xavier University
New Orleans, Louisiana 70125
Frances Hubbard

MARYLAND

Salisbury State College
Salisbury, Maryland 21801
Aletha H. Whitney

Towson State College
Towson, Maryland 21204
Mary Blann

MASSACHUSETTS

University of Massachusetts
Amherst, Massachusetts 01002
Maida L. Riggs

MICHIGAN

Central Michigan University
Mt. Pleasant, Michigan 48858
Eunice Way

Eastern Michigan University
Ypsilanti, Michigan 48197
Mary Irene Bell

Hope College
Holland, Michigan 49423
Glenn L. Van Wieren

Michigan State University
East Lansing, Michigan 48823
Vern Seefeldt

University of Michigan
Ann Arbor, Michigan 48104
Shirley Howard Cooper

Western Michigan University
Kalamazoo, Michigan 49000
Margie G. Miner

MINNESOTA

Bemidji State College
Bemidji, Minnesota 56601
W. A. Stittsworth

Mankato State College
Mankato, Minnesota 56001

Moorhead State College
Moorhead, Minnesota 56560
Donald Anderson

University of Minnesota
Minneapolis, Minnesota 55455
Mary Lampe

MINNESOTA (Continued)

Winona State College
Winona, Minnesota 55987
Marjorie Moravec

MISSOURI

Central Missouri State
Warrensburg, Missouri 64093
Alphadine Martin

Southwest Missouri State
Springfield, Missouri 65802
Mildred B. Evans

University of Missouri
Columbia, Missouri 65201

NEW MEXICO

College of Artesia
Artesia, New Mexico 88210
Henry Paul

New Mexico Highlands Univ.
Las Vegas, New Mexico 87701
Ralph Bowyer

New Mexico State University
Las Cruces, New Mexico 88001
James L. Kwasney

University of New Mexico
Albuquerque, New Mexico 87106
Nicolaas Moolenijzer

NEW YORK

State University College
Brockport, New York 14420
Margaret Elliot

State University of New York
Cortland, New York 13045
Laretha Leyman

NORTH CAROLINA

Catawba College
Salisbury, N. Carolina 28144
Pat Whitley

University of North Carolina
Greensboro, NC 27412
Kate Barrett

OHIO

Ashland College
Ashland, Ohio 44805
Fred Martinelli

Bowling Green State Univ.
Bowling Green, Ohio 43402
Bette Logsdon

Kent State University
Kent, Ohio 44240
Heidi Mitchell

The Ohio State University
Columbus, Ohio 43210
Naomi Allenbaugh

Otterbein College
Westerville, Ohio 43081
C. W. Tong

Wilmington College
Wilmington, Ohio 45177
E. Kinzig

OREGON

Oregon State University
Corvallis, Oregon 97330
H. M. Megale

University of Oregon
Eugene, Oregon 97400
Corlee Munson

PENNSYLVANIA

California State College
California, Pa. 15419
M. Isobel Knill

East Stroudsburg State Col.
East Stroudsburg, Pa. 18301
Robert Sweeney

Indiana Univ. of Pennsylvania
Indiana, Pennsylvania 15701
Lawrence Tucker

Pennsylvania State University
State College, Pa. 16801
Della Durant

Slippery Rock State College
Slippery Rock, Pa. 16057
William L. Herman

Temple University
Philadelphia, Pa. 19122
Billy Gober

Ursinus College
Collegeville, Pa. 19426
Adele P. Boyd

West Chester State College
West Chester, Pa. 19380

RHODE ISLAND

Rhode Island State College
Providence, Rhode Is. 02908
Patricia J. Moore

University of Rhode Island
Kingston, Rhode Island 02881
Joan Pilson

TENNESSEE

Middle Tennessee State Univ.
Murfreesboro, Tennessee 37130
Glen Reeder

TEXAS

Dallas Baptist College
Dallas, Texas 75211
Larry Chalaupka

Houston Baptist College
Houston, Texas 77036
Edward S. Billings

Stephen F. Austin St. Univ.
Nacogdoches, Texas 75961
June Irwin

West Texas State University
Canyon, Texas 79015
Myron H. Dees

UTAH

Brigham Young University
Provo, Utah 84601
Phyllis C. Jacobson

VIRGINIA

Madison College
Harrisonburg, Virginia 22801
Patricia Bruce

WASHINGTON

Central Washington State
Ellensburg, Washington 98926
A. H. Poffenroth

Eastern Washington State
Cheney, Washington 99004
M. Patrick Whitehill

Pacific Lutheran University
Tacoma, Washington 98447
Carolyn M. Phillips

University of Washington
Seattle, Washington 98105
Robert Morford

WASHINGTON (Continued)

Washington State University
Pullman, Washington 99163
Roger Wiley

Western Washington State Col.
Bellingham, Washington 98225
Chappelle Arnett

WEST VIRGINIA

Marshall University
Huntington, West Va. 25701
J. Railey

Shepherd College
Shepherdstown, West Va. 25443
Michael Josephs

WISCONSIN

Carroll College
Waukesha, Wisconsin 53186
C. B. Juedes

University of Wisconsin
Madison, Wisconsin 53706
Lolas Halverson

University of Wisconsin
Milwaukee, Wisconsin 53201
Elizabeth A. Ludwig

Wisconsin State University
LaCrosse, Wisconsin 54601
Beatrice Baird and
M. Corinne Clark

PUERTO RICO

Catholic University
Ponce, Puerto Rico 00731
Sonio Toro-Seda

CANADA

Simon Fraser University
Burnaby 2, British Columbia
Glenn Kirchner

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